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DEPARTMENT OF AGRICULTURE

ALBERTA

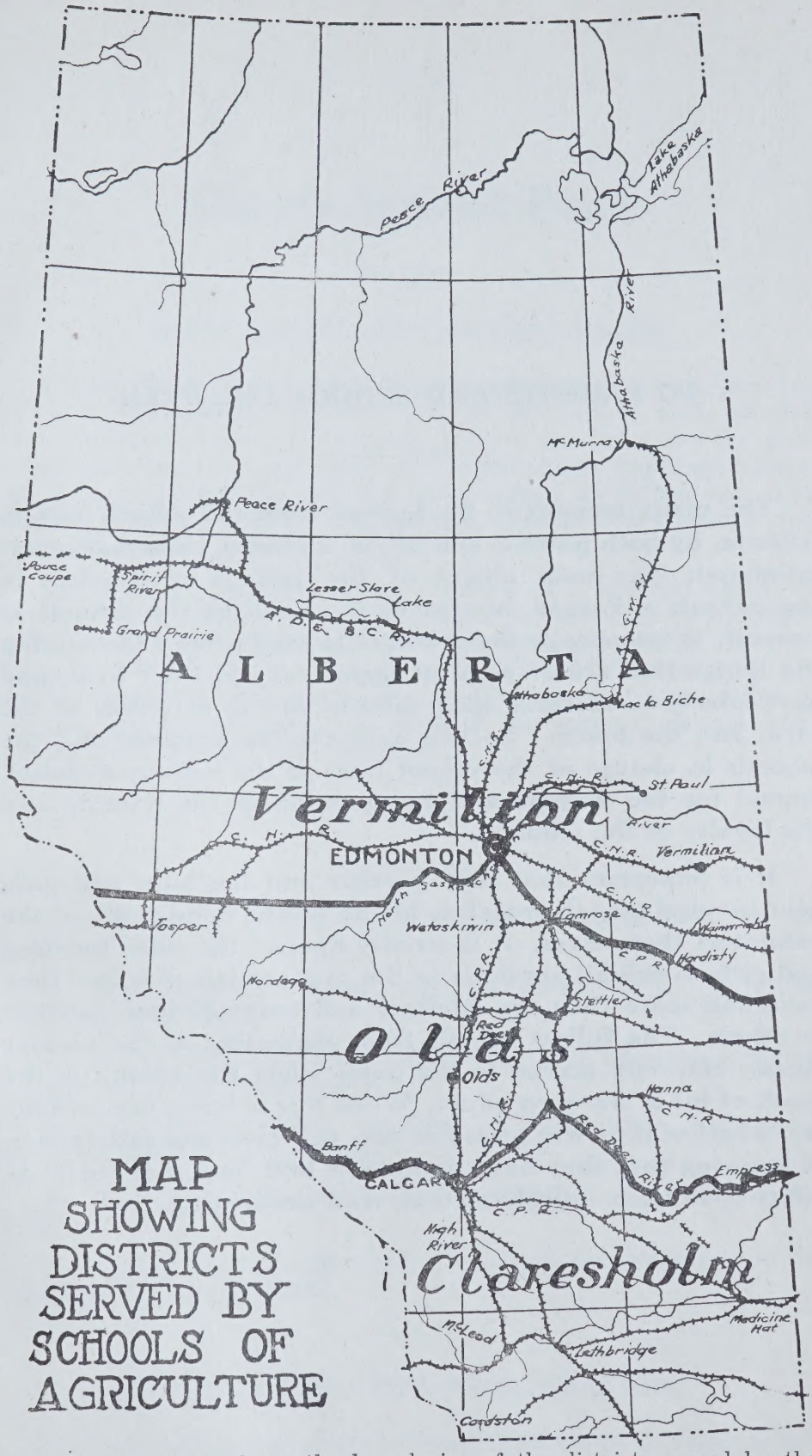
ALBERTA SCHOOL FAIRS

AN OUTLINE OF THE PLAN UNDER WHICH SCHOOL FAIRS ARE CONDUCTED, TOGETHER WITH DIRECTIONS TO LOCAL COMMITTEES, TEACHERS, AND PUPILS REGARDING THEIR RESPECTIVE PARTS IN SUCH FAIRS.

Prepared by the Provincial Departments of Agriculture and Education.

Issued by Direction of
THE HON. GEORGE HOADLEY, *Minister of Agriculture*,
and
HON. PERREN BAKER, *Minister of Education.*

January, 1926



The above map shows the boundaries of the districts served by the three Schools of Agriculture.

All communications regarding the organization of school fairs should be addressed to the Principal of the School of Agriculture in whose district the fair is to be held. The schools are located at Vermilion, Olds and Claresholm.

TO PARENTS AND SCHOOL CHILDREN

The many benefits to be derived from the school fairs in Alberta, by both parents and school children, cannot be over-estimated. The main object of the fairs is to stimulate in the parents a keener interest in the work of the schools in general, to encourage the scholars to study more thoroughly the things that are of greatest importance in their lives, and particularly to increase their interest in the activities of the farm and the home. To this end, the Government and the officials in charge of the school fairs in the various districts, appeal for the support and co-operation of the parents and the loyalty of the scholars.

It is important that both parents and the boys and girls bear in mind that the exhibits MUST be the handiwork of the exhibitors themselves. It is strictly against the rules for boys and girls to exhibit anything in the preparation of which they have had more than the advisory assistance of their parents or others. The fullest benefit from competing in the various classes can only accrue to the pupil when the exhibit is the result of his or her own effort. When this is done, the exhibitors, whether they win prizes or not, will have the satisfaction of knowing that they have done their best, and that their exhibits have been entirely of their own production.

Alberta School Fairs

METHODS OF CONDUCTING FAIRS

School Fairs are conducted as co-operative enterprises between Governmental agencies and committees of local people. The Government agencies concerned with the fairs are the Provincial Schools of Agriculture, the Agriculture Representatives, the School Inspectors, and the Department of Education. The local committees vary in composition; usually every school participating in the fair is represented.

Seeds are distributed to the children of a selected group of schools. The children plant these seeds at home, care for their gardens during the summer and in the autumn exhibit the products at a fair held at a central point. In addition to those for garden products, classes are open for live stock, grains, cooking, sewing, and school work. The work of the various agencies concerned with the fair is outlined below.

OBJECTS

The objects of School Fairs may be briefly summarized as follows:

1. To stimulate in the children an interest in the activities of the farm and home.

2. To increase their knowledge of the principles and practice of farming and homemaking.

3. To encourage the teaching of agriculture and home economics in the rural schools.

4. To increase the interest of parents in the work of the school.

5. To raise the standard of work done by the pupils in all departments of the school.

SUGGESTIONS FOR ORGANIZATION

For the guidance of those who contemplate organizing a fair for the first time, the following suggestions are submitted:

1. The school inspector should be consulted before definite action is taken.

2. A public meeting should be called. All school boards in the neighborhood should be specially invited to send representatives. Teachers should be urged to attend.

3. At this meeting the following committee should be elected: President, Vice-President, Secretary, and one director representing each participating school district.

4. It is strongly urged that Fair Associations insist that all exhibits in the purely school work classes be placed in the hands of the Association Secretary by June 30 preceding the fair. By this means it can be assumed that the exhibits are the work of the previous school year, not of the few weeks immediately before the fair.

5. **The standard prize list published in the School Fair circular must be adopted, unless otherwise specially agreed to by the Department of Agriculture. If prizes are to be given for special classes, the local committee can arrange to have these typed and added to the standard prize list, but no Government grant will be paid towards special prizes.**

6. Prize lists should be distributed to schools taking part not later than February 28.

RESPONSIBILITIES OF THE COMMITTEE

1. It shall be the duty of the committee to decide on the schools to be included in the centre. The group should consist of from 8 to 25.

2. It shall be the duty of the committee to raise money for prizes other than those provided by the Department of Agriculture and to determine the entrance fee of each school district participating. It is suggested that the board of each school be asked to contribute a definite sum. Under the regulations of the Department of Education, school boards are authorized to use current revenue for this purpose.

3. It shall be the duty of the Secretary to send to the Principal of the Agricultural School or Agricultural Representative, in whose territory the fair is being held, a list of the schools together with the teachers' names and the names of children in each school, not later than March 30. (See forms 1 and 2).

4. It shall be the duty of the Secretary to receive seeds sent out by the Agricultural School or Agricultural Representative, and deliver them to the representatives of the various schools.

5. It shall be the duty of the Secretary to call a meeting of the School Fair Association at an early date following the fair to close out the business of the last fair.

6. It shall be the duty of the Secretary to call an annual meeting during the month of January to complete organization for the current year.

CONTRIBUTIONS OF THE GOVERNMENT AGENCIES

1. Through the schools of agriculture, agricultural representatives and school inspectors, provide information, assistance and supervision.

2. Supply seeds to the pupils of the schools. The supply will be based on the information furnished by the committee in forms 1 and 2.

3. Print instructional circulars, entry tags, prize cards.

4. Supply mounting cards and insect pins for plant and insect collections.

5. Grant two-thirds of the money for live stock prizes, providing this portion does not exceed $75. This grant applies only to the prizes for livestock as outlined in the prize list herein.

6. Provide judges for the fair.

FORMS

Forms 1 and 2 should be filled in and sent to the School of Agriculture or the Agricultural Representative for the district, before March 30. The total enrolment at the school on March 15 to accompany each seed order.

CONDITIONS

The following conditions must be complied with by the committee of management in order to receive assistance from the Government:

1. The number of schools included in the fair must be sufficient to justify the expense. Eight is suggested as the minimum.

2. In order to be able to supply judges, the agricultural school or agricultural representative concerned must have power to fix dates for all fairs. As far as possible, dates agreeable to local committees will be selected.

3. Duties of the committee as outlined above must be agreed to.

4. The fair must be held between August 25 and October 9.

5. If a grant of prize money is received from the Fairs Branch of the Department of Agriculture, the assistance outlined above cannot be given by the Government.

6. A financial statement of the School Fair Association, together with a report on the number of children participating, and the number of exhibits, must be submitted to the School of Agriculture or Agricultural Representative before the end of the year in which the fair is held.

GENERAL SUGGESTIONS FOR FAIR DAY

It should be the ambition of the local committee to make the actual day of the fair the greatest event in the school life of the children in all the year. Preparation has been going on for months; in many cases much hard work has been done. Every ounce of effort has been expended in anticipation of being able to exhibit an animal or a piece of work of high quality on Fair Day. Children are not capable of sustained effort over a long period of time. Hence the necessity of frequent encouragement on the part of the teachers and the committee and for making the actual consummation a day of experiences not soon to be forgotten.

Transportation

The committee should counsel with the teachers and school boards in the districts participating in order that adequate facilities may be provided for getting the children and their exhibits to the fair, and that in good time. Too often this question of transportation is left to individual parents, with the result that children and exhibits are late, the work of arrangement is delayed and disappointment and heartburnings result. If the school fair has been planned for consistently throughout the year the school board will have no more important work on hand during the term than co-operating with the School Fair Association in making the fair a success. It is most important to see that children and exhibits are on hand by 10 a.m. This gives an opportunity to get the exhibits all in place by noon. In some of the larger fairs the exhibits are all brought in the afternoon before. It is then possible to begin the work of arrangement early, even if all the children are not present.

Judging

The judges are usually ready to begin work long before the exhibits are in place. The work of judging should begin not later than 11 a.m. Care should be taken that no interruption or interference takes place. The children and the public should on no account be admitted to the hall until the judges have completed their work. In most cases the judging can be completed by 3 p.m. Judges of each section will give a short talk on classes judged, and reasons for placing of awards. Then the exhibition should be thrown open for general inspection.

The Noon Lunch

The committee can with a little extra planning greatly increase the pleasure of the children from the outlying schools by

making simple arrangements for the noon-day lunch. In most cases the children bring their lunch just as on ordinary school days. If the weather is suitable all might have lunch together, picnic style, in some specially prepared place. This affords an excellent opportunity for a demonstration of the place of the hot lunch in the program of the ordinary rural school. The committee would need to supply cocoa or some other hot dish. Provision may also be made for the sale of the ever popular ice-cream "cone" and other simple refreshments. Half the fun of the day is in being able to spend the pennies one has hoarded so carefully during the preceding weeks. All this work may be safely left in the hands of a sub-committee of local ladies under the chairmanship of some member of the committee.

Sports

A carefully organized program of sports should be in progress while the judging is going on, except when live stock is being judged. Children should be urged to be present during this time. This may well be in the hands of another sub-committee composed of young men and women of the district who are interested in sport and can afford the time to make the meet a success. This committee should be organized and ready for work at the reopening of the school for the fall term, and should provide each school with a list of the events which it is proposed to include in the program. Wherever possible, inter-school contests should be arranged, since these help to develop a healthy school spirit and add to the interest of the program. Records of the points scored should be kept and each school credited with those scored by its team.

Public Speaking

It has been the custom at some of the fairs to arrange for a program of speeches to follow the reports of the judges. These speeches were usually given either by the judges or public men specially invited for the occasion. Experience has shown that the children are too excited over the awards and too busy looking after their exhibits to appreciate such addresses. It is suggested, therefore, that where speeches are arranged for that these be limited to brief remarks by the judges which may be helpful to the children in improving their work for the following year.

Similarly the formal program of numbers by the children arranged for late afternoon or evening has not, except in very few cases, been a success. It is possible that the early afternoon program of inter-school contests might properly be expanded to include such competitions as spelling matches, physical education tables, singing, public speaking or even debates. It must be clearly subsidiary to the fair itself and can only be introduced in such a way as not to detract from the general interest in the work of the fair.

The important thing is to have a day packed full of interest and to have every child go home very tired and very happy.

Exhibits of Agriculture and Home Economics Products

N.B. The Department of Agriculture will issue a diploma to the School obtaining the highest number of points per pupil enrolled March 15 in any School Fair on the entries in Agriculture and Home Economics classes. (See Prize List, classes Nos. 1 to 65c inclusive, 83 to 86 inclusive, and 92 to 99 inclusive. See rule 16, page 74).

VEGETABLES

INSTRUCTIONS FOR VEGETABLE GROWING

LOCATION OF GARDEN—It is not possible to obtain an ideal site, but in choosing one, try to have it conform to as many of the following requirements as possible:

1. It should slope towards the south or east, in order to benefit as much as possible from the sun's rays.

2. It should be sheltered from the north and west winds by a clump of trees or shrubs, farm buildings, or even a close board fence.

3. The garden should have good drainage.

4. It will be of considerable advantage to have the garden near the house and water supply.

CULTIVATION—It is cheaper to do as much cultivation as possible before the crop is planted. If this is done the labor of keeping the garden in good condition during the growth of the crop is greatly reduced.

The soil for vegetables should be well prepared. Many garden seeds are very small and require a finely prepared seed-bed to ensure good germination.

CABBAGE—Seeds of cabbage will be distributed to the pupils, to be grown in hot beds or flats. Sow cabbage in a hot bed or flats (shallow boxes, 18 inches by 22 inches by 4 inches deep, with holes in bottom for drainage) during the second week in April. Sow the seed in rows in the hot bed 6 inches apart and about three-quarters of an inch deep. If grown in boxes, fill the boxes with good soil worked down fine, plant the seed the same as in the hot bed. Keep the soil moist, giving it a little water

every day and place the box where as much light as possible will strike it. Keep in a warm place out of danger of frost, and do not allow cold draughts to strike the plants, as these will seriously check the growth.

HARDENING—About May 10 place the boxes containing the plants outside for about four hours in the warm part of the day. The period of hardening requires about ten days. If plants are too thick, thin, and transplant to extra boxes.

SETTING OUT THE PLANTS—Transplant to the garden about May 24. The transplanting should be done in the evening, or on a dull day. Plants should be 30 inches apart in the row, and the rows 36 inches apart.

Flats should be thoroughly watered before removing plants. This will cause the earth to cling to the roots. Water plants after setting in the garden, and as often as necessary until plants become rooted.

PROTECTING FROM CUTWORMS—Cut strips of paper 3 inches wide and 6 inches long, wrap around plants, allowing about 1 inch of paper to project above the surface of the ground.

CONTROL OF CUTWORMS—The following bait mixture is recommended for the destruction of cutworms:

Shorts or bran	50 lbs.
Paris green	1 lb.
Molasses	1 gal.
Water	1½ gal.

PREPARATION—Thoroughly mix the shorts and Paris green while dry. When prepared, moisten with water in which molasses has been mixed.

APPLICATION—Apply to infested areas, and a few feet beyond, at the rate of fifty pounds per acre, preferably late in the afternoon.

Vegetables	No. seeds sown to the inch	Depth to cover	Approximate planting date in normal seasons	Distance between rows	Distance between plants in rows
Turnips	3—4	¼-in.–¾-in.	May 10	1½– 2-ft.	6– 8-in.
Beets	2—3	¼-in.–¾-in.	May 1	1½– 2-ft.	6– 8-in.
Carrots	3—4	¼-in.–¾-in.	April 15	16 –18-in.	4– 6-in.
Parsnips	3—4	¼-in.–¾-in.	April 25	16 –18-in.	4– 6-in.
Cabbage	3—4	¼-in.–¾-in.	May 20	30 –36-in.	30–36-in.
Potatoes		3-in.–4½-in.	Ap'l25-May24	30 –36-in.	12–14-in.

INSTRUCTIONS FOR GROWING POTATOES

CUTTING SEED POTATOES—Two good eyes to the seed piece, or medium-sized potatoes cut into quarters, according to the location of the eyes, are the general rules to follow.

Cultivation should be well done before planting takes place. After potatoes are in the ground, cultivate or rake at regular intervals until potatoes are showing green leaves four inches high, then cultivate regularly between the rows.

Potatoes should be planted from three to four inches deep, according to the soil and weather conditions. Usually it is advisable to plant potatoes between May 10 and May 24. If planted in hills, place two sets in a hill and have the hills 24 inches apart each way. In a continuous row a set should be dropped every twelve or fourteen inches. The rows should be thirty inches apart.

Treatment for Potato Scab—Plant potatoes in soil free from scab infection. Whether the tubers show signs of scab or not, they should be immersed for three hours, before cutting, in a solution of bichloride of mercury made up of one ounce of bichloride of mercury to twelve gallons of water. Sacks and pails in which potatoes are handled after cutting should be disinfected with the same solution. Bichloride of mercury is poisonous; handle it carefully.

Treatment for Potato Bugs—The potato-growers in the southern part of the Province may experience some difficulty with bugs. As soon as the larvæ appear, and as often as necessary, apply the following spray:

Fresh lime	2 lbs.
Paris green	1 lb.
Water	40 gals.

The lime is added to make the Paris green harmless, and to cause it to stick on the leaves.

The following judging standards for vegetables will give exhibitors some information as to selecting vegetables to be shown:

How to Select Vegetables for Exhibition—When the ground is dry go along the rows and take mental note of the best plants in the rows, then come back and pull or dig the best roots to a greater number than is required. Collect at the end of the row the best and most uniform types that can be found according to the requirements as given in the outline under each vegetable. Clean and top all roots, but leaving sufficient top to tie in a bunch to prevent them getting scattered about while on exhibition.

When gathering roots note particularly the requirements as given in the outline, because judges base their placings chiefly on these requirements.

In gathering potatoes select the most uniform for type, size, cleanliness, etc., as outlined, but do not wash, as washing causes potatoes to be easily spoiled. Gather when the soil is dry; or if wet, a few days ahead of the fair, then rub gently with a soft cloth to remove any adhering dirt.

Washing of all vegetables, except potatoes, is permissible.

POTATOES—Clean, free from scab and disease, uniform in size and shape with shallow eyes, true to variety. Weight about eight to nine ounces, no larger. Flesh firm, solid, fine and white in color with a solid centre.

Exhibit in a shallow box, large enough to hold twelve tubers.

CARROTS—Chantenay—Should be straight with smooth skin, without any green at the crown; free from side roots; cross-section should show small core. Specimens should be uniform.

BEETS—Flat Egyptian—Should be firm; not over 3½ inches in diameter, with smooth round shape and fine terminal root; free from side roots; cross-section cutting should show fine texture and tender flesh, dark red in color, free from white lines. Tops should be small and compact. Uniformity of specimens is important. The variety in each case should conform to those stated.

PARSNIPS—Guernsey—Should be straight, long, smooth; broad-shouldered (not less than 2 inches), hollow-crowned, with a uniform taper from crown to tip. There should be no discoloration or indication of disease; uniformity is desirable.

SWEDE TURNIPS—Jumbo—Should be medium to large in size, symmetrical, smooth, firm, free from side roots and dirt.

CABBAGE—Should be of medium size, firm, fresh, and without indication of decay. The root and all but two layers of the outer leaves should be removed.

MANGELS—Yellow Intermediate—Should be medium to large in size, symmetrical, smooth, firm, free from side roots and dirt.

PEAS—Stratagem—Twelve pods. Pods should be large, well filled, of uniform size, shape and color. Pods must be green.

It is suggested that Local School Fair Associations could offer special prizes for the following: cucumbers, tomatoes, marrows, squash, onions, sweet corn, sugar beets, etc.

Flowers

Both boys and girls may compete.

It is not necessary to have the flowers planted in rows, though this may be done. It is suggested they be planted in beds, to beautify the home surroundings.

Sweet peas may be grown in the same way as garden peas. But the preferable method is to dig a trench 2 feet deep, filling it with a mixture of 2 parts of earth and 1 part of well-rotted manure. Plant the seed at a depth of 2 inches in this mixture. Supports 4 or 5 feet high, upon which the peas may climb, should be provided.

VASE OF FLOWERS

Flowers will be judged on arrangement as well as on the merit of the bloom.

Select, with the longest stalks possible, twelve spikes with the best and largest number of blooms that are not too far advanced in maturity.

Choose a vase with a narrow opening at the top, or a pint sealer will do. Fill this three-quarters full with water. Choose your longest stalked flowers and place these in the centre, one at a time, gradually working down with the shorter stalks till the rim is reached. The aim should be to show the individuality of the flower itself. By using a few blooms economy is practised, a more beautiful and pleasing effect is obtained, than when a bunch is gathered tightly and pressed in position. Always aim at lightness, remembering it is the eye of the judge you aim to please and attract. A bouquet that is tight is not pleasing but a few flowers well placed with lightness will attract attention at any time.

The above method will do for any kind of flower generally used. One color is usually more effective than many, especially if it is rich and not washed out; such a color as pink, light red, salmon, mauve or even white, when used alone, is more attractive than a mixture.

SEEDS

Sweet pea, aster, and petunia seeds will be supplied to all School Fair Associations.

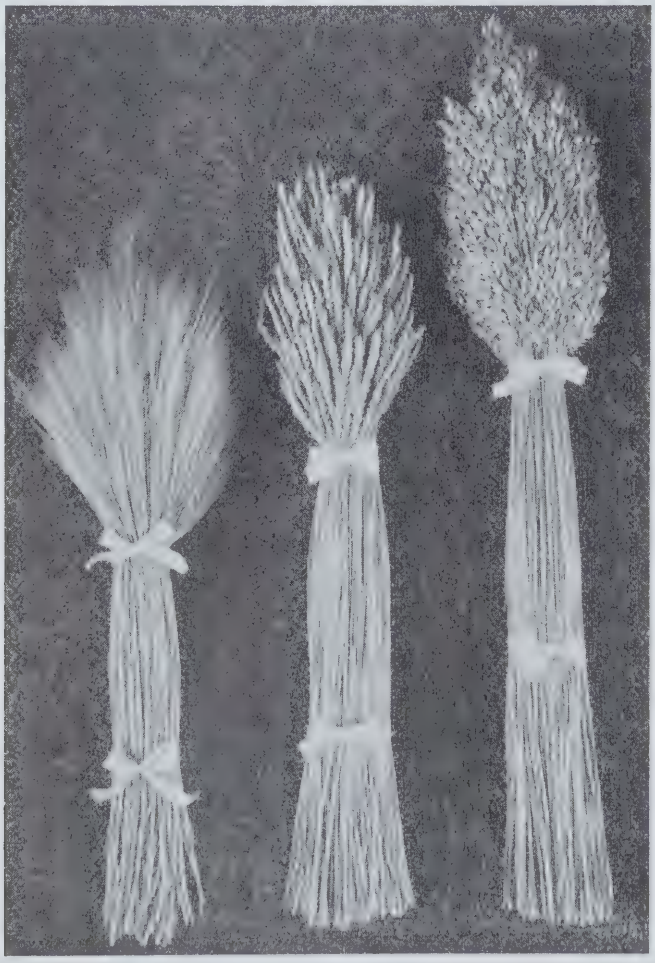
Preparing Sheaf Exhibits and Threshed Grain

The following qualities should be considered in selecting grain for exhibition:

All grain must be the product of the current year's crop.

1. Choose well-filled heads that will make good representative showing for the types of grain you desire to exhibit.

2. Select grain with long, clear, clean straw that is well ripened.



Brighter color and less brittle straw can be secured by cutting grain as it enters the yellow ripe state, allowing it to dry or cure in a darkened room.

The preparation of the sheaf should be done in the following way:

1. Carefully strip all adherent leaves from the straws. This may be facilitated by sprinkling, if grain is very brittle.

2. Tie up the bundle neatly, with ribbon of appropriate color, tying firmly, yet neatly, in at least three or four places on the bundle. Sheaf at first band below the head must be three inches in diameter.

3. Have all heads evenly placed, making one compact circular bush.

4. Cut ends of straw straight across, label, and wrap in thin cloth or tissue paper. All sheaves should be three inches in diameter just below the heads.

THRESHED GRAIN—Threshed grain should be run through a fanning mill to blow out all chaff, dirt, weed seeds, and lightweight kernels. The quality should be good, showing uniformity in size and shape of kernel, true to variety and type. Grain should be well ripened, free from damage by frost, color bright, and not weathered. One quart should be exhibited in a quart jar.

Grain exhibits containing any kind of weed seeds will be rejected.

PREPARING SHEAF EXHIBIT OF SUNFLOWERS

1. Select the large leafy types, preferably with flower development.

2. High yield is desired; this is indicated by length and size of stalk.

Collect six stalks, tie neatly in three or four places. If there is danger of frost before the fair, collect the sunflowers and place in a dark dry room until needed.

COLLECTION OF GRASSES AND CLOVERS—CURED. These should be tied in bundles not over one half-inch in diameter, mounted on card or board, and neatly labelled. Eight specimens are required for an exhibit.

PROVINCIAL SEED FAIR, 1927

SHEAF GRAINS—Boys and girls who have been awarded first or second prize for sheaf grains at any of the Alberta School Fairs held during 1926, will be eligible to enter exhibits at the Provincial Seed Fair to be held in January, 1927.

Eight prizes are offered at the Seed Fair, ranging from $3.25 down to $1.50, for sheaf exhibits in each of the following grains: wheat, oats, barley, rye and alfalfa, and for corn (6 stalks) and sunflowers (6 stalks).

Sheaf exhibits of wheat, oats, barley and rye must be accompanied by one quart of threshed grain. Each sheaf must be three inches in diameter at the base of the head. Alberta School Fairs regulations will apply in the preparation of these exhibits.

WEED COLLECTIONS—Boys and girls who are not over 17 years of age, and who have won first or second prizes for weed collections at any Alberta School Fair of 1926, will be eligible to enter exhibit at the Provincial Seed Fair in January, 1927. Eight prizes are offered, ranging from $3.00 down to $1.25, for the best weed collections, to consist of not more than thirty weeds (10 of which should be noxious weeds) with weed seeds attached to each card and visible.

ESSAYS ON WEED CONTROL AND ERADICATION—Five prizes ranging from $3.00 down to $1.00, will be offered at the Provincial Seed Fair, to boys and girls of the Province of Alberta, who are not more than 17 years of age, for an original essay of not less than 150 words or more than 300 words, on the subject of "Weed Control and Eradication," essay to be in student's own handwriting, and written on one side of paper only.

LIST OF NOXIOUS WEEDS—Tumbling mustard (Sisymbrium altissimum), hare's ear mustard (Conringia orientalis), common wild mustard (Brassica sinapistrum), ball mustard (Neslia paniculata), tansy mustard (Sisymbrium incisum), wormseed mustard (Erysimum cheiranthoides), false flax (Camelina sativa), shepherd's purse (Capsella bursa-pastoris), red root (Amarantus retroflexus), Canada thistle (Cnicus arvensis), stink weed (Thlaspi arvense), Russian thistle (Salsola kali v. Tragus), ragweed (Ambrosia trifida), wild oats (Avena fatua and A. strigosa), Russian pigweed (Axyris amarantoides), blue bur (Echinospermum lappula), tumble weed (Amarantus albus), purple cockle (Agrostemma Githago, L.), perennial sow thistle (Sonchus arvensis, L.), blue lettuce (Lactuca pulchella, D.C.), cockle bur (Xanthium strumarium, L.), common barberry (Berberis vulgaris), toad flax (Linaria vulgaris, Hill).

Live Stock

CALVES, FOALS, AND PIGS

No grade bulls, bucks or boars will be awarded prizes.

When to Begin—Begin the work of caring for your animal as early in the spring as possible. The rules require that you care for the animals you exhibit, excepting lambs, for three months prior to the date of the fair.

CALVES

Selection of Calf—Select a calf from a good mother, and if possible, from a pure-bred sire. You should decide at the beginning whether you will exhibit a beef or a dairy calf, or both, and make your selection accordingly.

Feeding and Care—If you select a beef-calf he may be allowed to suckle the cow, but it will be necessary for you to have him halter-broken and show evidence of good care before taking him to the fair.

A dairy heifer-calf must be pail-fed. Whole milk should be fed for three weeks, at the rate of from 4 to 6 quarts per day. Three feeds a day are better than two. At the end of three weeks, begin to change gradually from whole milk to skim milk. The change should be complete when the calf is five weeks old. While the change is being made the amount of milk should be increased until at five weeks eight quarts of skim milk are being fed daily. As soon as the calf will eat (at 5 or 6 weeks of age) a mixture of whole oats (2 parts) and bran (1 part) should be fed. Green feed of some kind should be provided. Keep the calf in the barn during the day to protect it from flies. In case of scours, reduce the feed, boil the milk, add dry flour to the milk. Feed the calf regularly; use clean pails, always have the milk at the same temperature.

FOALS

The points to be considered in selecting a calf also apply in the selection of a colt. A good colt will respond to care more than a poor colt. But it should be kept in mind that in judging colts at school fairs 50 per cent of the points are given for evidences of care and training. The colt should be thoroughly halter-broken and well groomed.

PIGS

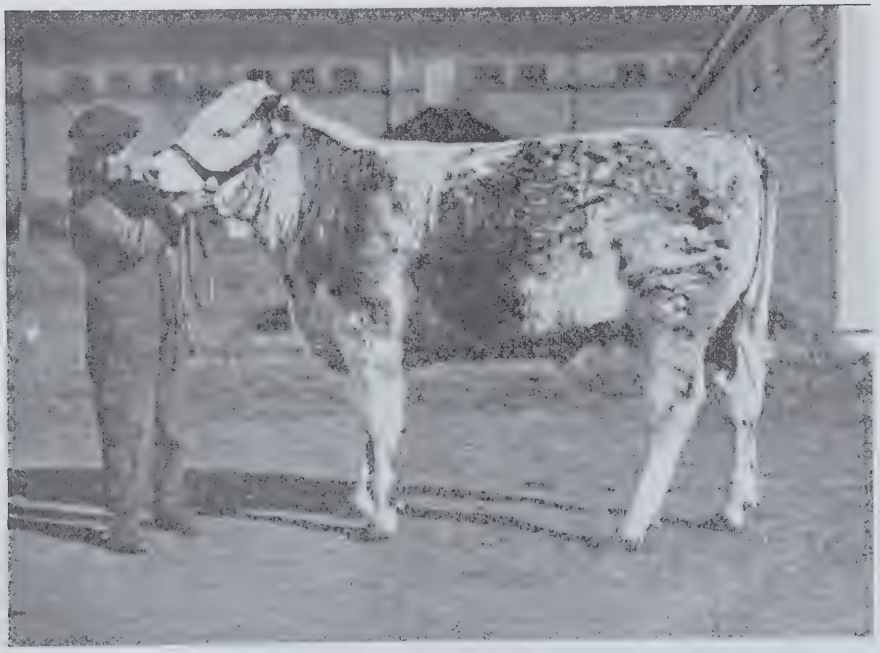
Select good pigs to begin with. Handle them frequently, so that they will become quiet.

It is difficult to give definite directions for feeding pigs because the boys and girls cannot always get the feeds recommended. Shorts, oat chop, with the hulls sifted out, and skim milk are among the most suitable feeds for young pigs. Wherever possible, pasture should be provided. This will reduce the cost of feeding and promote good health and growth. Pigs should be exhibited in crates with removable tops, so that the judge can see them.

In caring for all classes of stock, boys and girls should frequently consult their parents for advice. The school library should be searched for books and bulletins giving information about stock. The Department of Agriculture, Edmonton, publishes bulletins containing such information. Write and ask for them; they will be sent free.

JUDGING STANDARDS

Beef Calves



Points to be considered in judging:

General Appearance: 30 points.

Straight, parallel top and bottom lines; thick, blocky and heavily fleshed with thick covering of natural flesh; evenly fleshed though thin in condition. Stylish, alert carriage and a mild, placid disposition. Hair fine, skin pliable, mellow to the touch.

Head and Neck: 4 points.

Short, broad between the eyes with large nostrils, strong muzzle and good quality. Neck short, thick and clean, full shoulder vein.

Fore Quarters: 6 points.

Brisket square and full; shoulders smoothly covered, compact on top; neck blending smoothly with shoulders; deep and wide to allow ample heart and lung room. Legs, short and straight; arm full, shank fine.

Body: 24 points.

Chest full and deep, girth large; straight, strong, heavily fleshed back and loin; widely sprung ribs giving a wide back to carry most valuable cuts of meat. Straight underline.

Hind Quarters: 11 points.

Long and level, hips smooth, rump wide and heavy. Thighs and twist heavy, purse full.

Care and Training: 25 points.

Dairy Calves

General Appearance: 15 points.

Spare muscular frame without undue fleshiness; straight back; fair-sized middle; fine quality as shown in skin, hair and general clean-cut lines; massy, soft hair; velvety skin; stylish, alert carriage and nervous temperament.

Head and Neck: 4 points.

Strong muzzle; large nostrils; clear, placid, prominent eyes; face somewhat long and clean; forehead broad; neck free from fleshiness, fairly long.

Fore Quarters: 8 points.

Withers sharp; shoulders light; thick through chest; fat shoulder points; wide floor to chest; legs smooth and clean.

Body: 22 points.

Full chest; ribs moderately well sprung, wide apart, giving a large barrel. Back straight and strong and open-jointed.

Hind Quarters: 15 points.

Long, level rump; thighs thin, pin bones well spread, wide apart; legs well set and clean, set widely to allow room for the udder.

Milk Vessels: 11 points.

Rudimentary teats well placed and of good size, considering age. Udder soft and pliable to the touch, attached well forward and high behind, high and wide; milk well large, numerous and well forward.

Care and Training: 25 points.

Bacon Type Hogs

General Appearance: 30 points.

Form: trim and neat, moderately long, and very uniform in width. Bone: clean, relatively small but strong; skin fine; hair smooth and silky. Moderately well covered with very even, firm flesh; weight good for age.

Head and Neck: 5 points.

Head clean; nose moderately long; eyes clear and bright; forehead broad; jowl very clean and neat; neck moderately long and smoothly attached to head and shoulders; ears fine, but of fair size and erect.

Fore Quarters: 10 points.

Shoulders very smooth, not open at top of blades; breast wide; legs straight; bone strong, standing erectly on the toes; dew-claws clear of the ground.

Body: 40 points.

Long and very uniform in width, only moderately wide; sides very long and parallel; fairly deep so as to give a long, clean side of bacon. Back a slight but regular arch from ears to tail head.

Hind Quarters: 15 points.

Rump, long and smooth; hams, long, tapering to the hock; free from bulging of heavy fat; legs, straight and erect; tail head high.

Lard Type Hogs

General Appearance: 30 points.

Form, broad, deep and symmetrical; standing firmly on well-set legs; bone, fine and straight; hair, silky and smooth; condition, good; deep, even covering of firm, smooth flesh; good weight for age.

Head and Neck: 5 points.

Snout, medium length, not coarse; eyes, bright and placid; face, free from heavy fat; neck, strong, clean and trim.

Fore Quarters: 10 points.

Shoulders, well and smoothly covered, compact on top; breast, broad; floor of chest, wide; legs, moderately wide apart, straight, standing well up on the toes; dew-claws clear of the ground.

Body: 35 points.

Back, strong and wide, forming a slight regular arch from ears to tail head; sides, deep, full, uniform in depth and width and parallel.

Hind Quarters: 20 points.

Hips, smooth; rump, long, nearly level; hams full and bulging; legs and pasterns, strong and straight.

Foals

General Appearance: 7 points.

Neat, stylish and attractive; carriage graceful; good quality shown in hair and skin. Bone, strong and flat; tendons in legs well defined. Temperament, kindly but active.

Head and Neck: 4 points.

Head clean and relatively small, free from meatiness; eyes, large and bright; forehead, broad; ears, well carried and fine; neck strong, of moderate length, and arched.

Fore Quarters: 10 points.

Shoulders smooth and sloping, well muscled; knees, clean-cut, wide, straight and strongly supported below; cannons, short; tendons, clearly defined; strong fetlocks; pasterns, moderately large; hoof, dense and firm; frog, large; legs, perpendicular when viewed from the front, set directly under body when viewed from the side.

Body: 13 points.

Withers, well defined; chest, deep and full; ribs long, well sprung; coupling close (very little space from last rib to hip bone); back and loin short, strong and muscular.

Hind Quarters: 10 points.

Smooth hip bones, croup long, fairly level and muscular; tail, attached high and well carried; quarters long; stifle point strong and well muscled; hocks, wide, clean, well supported and well let down; cannon bones, short but wide in appearance; fetlocks strong and pasterns moderately long and sloping; feet squarely placed and of moderate size; hoof dense; frog, large and strong.

Action: 6 points.

Walk, straight and free; hocks well flexed as the hind leg is moved forward.

Care and Training: 50 points.

Colts well halter-broken, showing confidence in their groom, walking, trotting and backing freely and willingly.

Lambs

General Appearance: 25 points.

Deep, broad, low-set and smooth; underline and top line straight and parallel. Bone, fine and clean, deep even covering of firm flesh, especially in the region of the valuable cuts; fleece firm and attractive; stylish carriage; vigorous, active and alert.

Head and Neck: 6 points.

Head: strong; broad between the eyes; eyes clean and prominent; face short; muzzle strong; lips thin. Neck: short, clean and thick, blending well with shoulders.

Fore Quarters: 10 points.

Shoulders smooth, well covered with flesh, broad but not open on top. Legs short, straight, set wide to allow room for floor of chest; fore-arm full.

Body: 30 points.

Should have deep, widely-sprung ribs; straight, rather long back; full chest; back and loin well covered with flesh; flanks full.

Hind Quarters: 15 points.

Rump long, level, wide and carrying width well to the dock. Heavily fleshed. Leg of mutton large and well developed.

Wool: 14 points.

Dense and firm, the crimp close and even. Wool should be clean and bright.

Poultry

There are many breeds of poultry divided into several classes. The more popular ones are American, English and Mediterranean.

American and English are breeds such as Plymouth Rocks, Wyandottes, Rhode Island Reds, Orpingtons, Dorkings, Sussex, etc.

Mediterranean are such breeds as Leghorns, Minorcas, Andalusians, Anconas, etc.

The following general specifications are required in American and English breeds:

Comb:

Straight and firmly set on head, red and of medium size. Free from side sprigs and evenly serrated in single comb varieties.

Wattles and Lobes:

Red in color; medium in size; equal in length; smooth and fine in texture.

Head and Face:

Full, broad, deep and well rounded.

Eyes:

Red, bright and clear.

Breast:

Carried well forward, broad and deep. Breast bone straight.

Body:

Broad, deep, full and of medium length.

Legs and Toes:

A rich yellow in color, with the exception of Orpingtons. In white and buff varieties the color is white or flesh color, and black in the black variety. Legs strongly built, firmly set under body. Free from stubs or feathers.

Points for Scoring:

Comb	10
Wattles and lobes	10
Head and face	20
Eyes	10
Breast	20
Body	20
Legs and toes	10
	100

The following general specifications are required in Mediterranean breeds:

Comb:

Of medium size. Straight, upright and firmly set on head. Evenly serrated in single combs. Free from side sprigs.

Wattles and Lobes:

Thin, long, even in length. Well rounded and smooth. Free from folds and wrinkles. Evenly serrated in single combs. Lobes, white or creamy white.

Head and Face:

Head medium in length, fairly deep. Face smooth, fine and of healthy appearance.

Eyes:

Medium in size; red and nearly round.

Breast:

Well rounded and carried well forward. Breast bone straight, fine and smooth.

Body:

Moderate in length and fairly deep. Sloping from front to rear, giving a smooth, trim, neat carriage.

Legs and Toes:

Legs moderately long and slender and a rich yellow color, excepting Minorcas, where the color is black or slaty black in the black variety, white or pinkish white in white and buff varieties. In Andalusians the color is slaty blue.

Points for Scoring:

Comb	15
Wattles and lobes	10
Head and face	15
Eyes	10
Breast	20
Body	20
Legs and toes	10
	100

MANUAL ARTS

1. Basket made from native material (willow, grass).
2. Piece of wood work, plain, stained or varnished.

Cooking

Contestants should follow the bulletin to the letter

Many judges found, for example:

(1) Layer cake with chocolate or other flavorings, and iced.

(2) Baking powder biscuits with soda.

(3) Drop cookies with nuts.

(4) Jar of pickled beets entered as canned vegetables.

To make a jar of canned meat it is necessary to follow the canning instructions. It is easy to detect meat which has been cooked before putting in the jars and not processed afterwards.

It is necessary to know the results for which you are working, as, for instance, a plain cake should have the following:

(1) A light fine grain, velvety in texture.

(2) Uniformity in height, baked to the same color on bottom, top and sides.

(3) It does not have a sugary brittle edge, or a big crack across the top.

When Measuring Ingredients:

1. Measure teaspoonful (tsp), tablespoonful (tbsp), cupful (c) level with the edges.

2. To measure ½ teaspoonful and tablespoonful, measure from the centre of handle to centre of tip of spoon.

Table of Weights and Measures

3 teaspoons equal 1 tablespoon.
16 tablespoons equal 1 cup.
2 cups equal 1 pint.
4 cups equal 1 quart.
2 cups granulated sugar equal 1 lb.
2⅔ cups brown sugar equal 1 lb.
4 cups flour equal 1 lb.
4 tablespoons in an average egg.
1 cupful means a half pint cup levelled off with a knife.

The standard measuring-cup, standard teaspoon, and standard tablespoon should be used to give accurate results. Measurements must be accurate.

Collect all needed utensils and materials.

Flour

Spring wheat is hard in character and produces a flour with very strong gluten which is necessary for bread-making.

Fall wheat produces a flour much softer, or what is commonly known as pastry flour.

Pastry flour is especially used for making cakes, pastry and baking powder biscuits, but good results can be obtained from bread flour. If desired, two tablespoons of cornstarch may take the place of two tablespoons of flour for each cup of bread flour.

Flour must be sifted at least twice before being measured.

The Oven

Many people say, "I can cook, but I cannot bake." This is because they do not understand the right heat of the oven rather than the mixing of materials. As no two people can stand the same amount of heat, so the testing of the oven by the hand is not recommended.

The paper test is more nearly accurate.

A *hot* oven 425 degrees to 450 degrees Fahrenheit—a piece of writing paper will become a dark brown in five minutes.

A *moderate* oven 380 degrees Fahrenheit—a piece of writing paper will become brown in five minutes.

A *slow* oven 250 degrees Fahrenheit—a piece of writing paper will become yellow in five minutes.

Neatness of exhibits is taken into consideration by the judges.

For 10 Years Old and Under

I. SPICE CAKE (No Icing)

Ingredients

4 tablespoons butter
¾ cup sugar
2 eggs
½ cup milk
1½ cups flour
¼ teaspoon salt
2 teaspoons baking powder
2 teaspoons cinnamon
1 teaspoon mixed spices

Method

1. Attend to fire.
2. Collect all necessary utensils and ingredients.
3. Prepare the pan:
   (1) Line the bottom of the tin with brown paper to exactly fit.
   (2) Grease the paper and sides of tin.
4. Sift flour four times before measuring. Flour measurements made before sifting are inaccurate—in reality giving a heaping measure due to the flour being packed more or less solidly. Too much flour makes a stiff, dry cake.
5. Measure salt, cinnamon, mixed spices, and baking powder and sift with the measured flour. Baking powder should always be sifted with the flour to make sure that it is evenly distributed throughout.
6. Measure sugar carefully. Too much sugar makes the texture coarse and causes the cake to fall.
7. Measure butter. Butter makes the cake rich and tender, but too much will cause it to be crumbly.
8. Measure the milk. Too much milk makes the cake heavy. Too little makes it dry.
9. Cream the butter with a spoon. Add the sugar slowly, creaming all the time. Add well beaten eggs and beat until sugar is dissolved. Proper beating at this stage helps give the cake a fine light texture.
10. Add flour and milk alternately, adding first a little flour and then a little milk, then flour, then milk until both are used. Beat thoroughly.
11. When batter is put in pan draw it from the centre to sides.
12. Bake in moderate oven (refer to oven temperatures).
13. Time—from 30 to 40 minutes.
    Divide time into quarters:
    1st quarter, cake should rise.
    2nd quarter, cake should begin to brown.
    3rd quarter, cake should finish rising and browning.
    4th quarter, cake should set.

14. Test when cake is done:
    (1) When touched should spring back.
    (2) Singing noises have ceased.
    (3) Shrinks away from sides of pan.
    (4) Clean splinter should come out clean.

15. Treatment after taken from oven:
    (1) Allow to cool for a few minutes.
    (2) Remove from tin—remove the paper. Cool.

The cake will be judged by the following score card:

1. General appearance and crust—		
(*a*) Bulk (size and shape)	5	
(*b*) Color	5	
(*c*) Smoothness of crust	5	
	—	15
2. Crumb—		
(*a*) Tenderness	15	
(*b*) Lightness	15	
(*c*) Moisture	10	
(*d*) Texture, fineness, uniformity	15	
(*e*) Color	5	
	—	60
3. Flavor		25
		100

II. GRAHAM MUFFINS

1 cup graham or entire wheat flour
1 cup white flour
3 tablespoons sugar
½ teaspoon salt
3½ tsps. baking powder
1 cup milk
1 egg
2 tablespoons butter (measured melted)

Method

1. Attend to fire. A hot oven is required for muffins.
2. Collect all necessary utensils and ingredients.
3. Grease muffin tins.
4. Sift white flour and measure out 1 cup.
5. Measure out baking powder, salt and sugar, and add to the flour, mixing all well together.
6. Measure out graham or entire wheat flour and add. Mix well.
7. Measure out milk.
8. Beat egg well. Add to milk.
9. Add combined milk and egg to the mixed and sifted dry ingredients. Fold the liquid in carefully with as little stirring as possible. Do not beat. Add melted butter.

10. Place in muffin tins, filling them half full. Bake at once in a hot oven.

11. Test when done:

    (1) Muffins should be a golden brown on top.
    (2) Should shrink from sides of tin.
    (3) A clean broom straw if inserted should come out clean.

Note: One-half of this recipe may be used, as six muffins make an exhibit.

III. MAPLE CREAM

2 cups light brown sugar
½ cup milk
½ cup chopped nuts
1½ tablespoons butter
½ teaspoon vanilla

Method

1. Grease pan in which to cool the candy, being careful to leave no excess fat in pan.
2. Measure out the sugar, milk and butter and place together in a saucepan.
3. Place saucepan on stove, and stir mixture gently until the sugar dissolves.
4. Boil without stirring until a small portion dropped from the end of the spoon into a cup of *cold* water forms a soft ball when rolled between the finger tips.
5. Remove from stove. Cool slightly, then beat till creamy.
6. Add nuts and vanilla and pour into greased pan.
7. Mark into squares before it hardens.

IV. BAKED RICE PUDDING

1½ tablespoons of rice
3 tablespoons sugar
2 cups milk
½ teaspoon salt
nutmeg about ⅛ teaspoon

Method

Wash the rice, and then add remaining ingredients. Pour into well buttered pudding dish. Place in a pan of hot water and bake three or four hours in a slow oven. Stir frequently until rice is puffed and soft. Then brown slightly.

For 11 and 12 Years Old

V. DOUGHNUTS (Half Dozen)

½ cup sugar
2 tbsp. butter
2 eggs
½ cup milk
2 cups flour
2 tsp. baking powder
⅛ tsp. cinnamon
⅛ tsp. grated nutmeg
¾ tsp. salt.

Method.

1. Cream butter and add one half of sugar.
2. Beat eggs until light.
3. Add remaining sugar to eggs and then combine the two mixtures.
4. Then add sufficient flour to make dough stiff enough to roll.
5. Place one-third of mixture on floured board.
6. Knead slightly, pat and roll out to ¼-inch thickness.
7. Cut out with a doughnut cutter, and fry in deep fat.
8. Take up on skewer and drain on brown paper.
9. Add trimmings to one-half remaining mixture, roll, shape and fry as before.
10. Repeat this process until finished.
11. Doughnuts should come quickly to top of fat, brown on one side, then be turned to brown on the other.
12. Avoid turning more than once.
13. Keep fat at uniform temperature. If it is too cold the doughnuts will absorb fat.
14. If too hot they will brown before they are sufficiently cooked.
15. Lastly, the fat should turn a piece of bread from the soft part of a loaf a golden brown in 60 seconds, or 350° F. on a Fat-Thermometer.
16. Do not drop any water in fat, as it is very apt to cause serious fire.
17. Have a dish of flour near by in case of accident.
18. An iron kettle is best for frying and it should be deep enough that the fat will not boil over.
19. Do not attempt to fry too many doughnuts at once. Doughnuts should not touch each other when frying.
20. Never pierce the doughnut with a fork while frying, as this allows grease to penetrate.

VI. BAKING POWDER BISCUITS

Ingredients

2 cups flour
4 teaspoons baking powder (level)
½ teaspoon salt
2 tablespoons butter
2/3 to ¾ cup milk according to flour used

All measures are level

Method

1. Attend to fire—hot oven required. (Refer to oven tests).
2. Sift flour twice.

3. Measure dry ingredients. Sift well.
4. Then measure butter and milk.
5. First cut shortening into flour, using a knife, then rub shortening into flour, using the tips of the fingers.
6. Gradually add the liquid, cutting it in with a knife. Have dough as soft as possible, and yet easily handled on bake-board.
7. Turn out on a lightly floured board.
8. Roll or pat lightly one inch thick.
9. Cut into desired shapes; about 2 inches in diameter is right size.
10. Brush up the edges, so biscuits will be uniform in height.
11. Bake:
    (*a*) 12 to 15 minutes.
    (*b*) Hot oven to begin with, so as to have strong under-heat, and make biscuits rise.
    (*c*) Raise on upper rack of oven, and lower heat slightly.
    (*d*) Bake until golden brown.
12. Remove from pan at once.

Biscuits will be judged by the following score card:

1. General appearance		20
Size	5	
Shape	5	
Color	10	
2. Crumb		40
Lightness	10	
Tenderness	10	
Texture	10	
Moisture	10	
3. Flavor		40
		100

VII. GINGER-BREAD

Ingredients

1 egg
½ cup brown sugar
½ cup molasses
½ cup sour milk
1½ cups flour
1 teaspoon soda
1 teaspoon ground ginger
1 teaspoon mixed spice (nutmeg, cloves, allspice)
2 tablespoons shortening
½ teaspoon salt

All measures level.

Method

1. Attend to fire—moderate oven required. (Refer to oven tests).
2. Sift flour twice, then measure all dry ingredients (flour, soda and spices). Sift well.
3. Then measure other ingredients.
4. Melt shortening in baking-pan.

5. Beat egg and sugar together until light.
6. Alternately add flour and liquids (milk and molasses).
7. Lastly, add shortening.
8. Grease baking-pan, then pour in batter.
9. Draw batter from the centre to sides.
10. Bake in a moderate oven 35 to 40 minutes.
11. Test, same as for plain cake.
12. Treatment after removed from oven, same as for plain cake.

Ginger-bread will be judged by the same score card as plain cake.

VIII. DROP COOKIES

Ingredients

6 tablespoons of fat
¾ cup sugar
1 egg
2 cups of flour
2 teaspoons baking powder
¼ teaspoon salt
4 tablespoons milk
1½ teaspoons vanilla

Method

1. Attend to fire. Moderate oven required. (Refer to oven temperatures).
2. Collect all necessary utensils and ingredients.
3. Grease a baking sheet.
   Note: An ordinary bake pan turned bottom side up may be used as a bake sheet.
4. Sift flour. Then measure out 2 cups and sift again with the baking powder and salt.
5. Have the fat in a warm place until it is soft but not melted.
6. Add the sugar, stirring until dissolved.
7. Separate the egg.
8. Beat the egg yolk and stir into the mixture.
9. Add alternately the dry ingredients, which have been mixed and sifted, and the liquid.
10. Add flavoring and *fold* in the beaten egg white.
11. Chill. Drop cookies if chilled before baking will hold their shape better.
12. Drop small portions, about a teaspoonful, on a greased inverted pan.
13. Bake in a moderate oven until brown.
14. Remove from sheet and cool.

For 13 Years Old and Over

IX. BREAD

A good loaf of bread should have the following qualities:

1. Shape and size:
   (*a*) A loaf should not be too large to bake evenly.
   (*b*) A round loaf should not be exhibited.
   (*c*) The best size pan is about 10 inches long, 4 inches wide, 5 inches high.
   (*d*) The loaf should rise evenly, of uniform height throughout, slightly rounded in the middle.
   (*e*) It should not spread over the side of the pan. This shows that bread was allowed to rise too long, or that the oven was too slow.
   (*f*) The weight should be about two pounds.
2. Color of crust and crumb:
   (*a*) The crust should be a uniform brown on top, bottom and sides.
   (*b*) The crumb should be of a creamy color with no dark spots or streaks.
3. Flavor:
   (*a*) The bread should have a sweet nutty taste.
   (*b*) The bread (1) should not taste of yeast; (2) should have no suspicion of sourness in smell or flavor.
4. Lightness and Texture:
   (*a*) The bread should be uniformly light throughout.
   (*b*) It should have fine pores and no large holes.
5. Doughiness and moisture:
   (*a*) A good loaf of bread (1) should not be dry enough to crumble; (2) should not be moist enough to form a ball when rolled.
   (*b*) The crumb should be soft enough so that when pressed with the fingers it dents easily, but springs back readily.

Ingredients

1 cup of lukewarm milk, water or a mixture of the two
¼ cake of yeast dissolved in ¼ cup lukewarm water
1 teaspoon salt
1 tablespoon sugar
1 tablespoon fat—or less may be used
3 cups sifted flour

Method

1. Boil water or scald milk. The liquid is heated in order to sterilize it. The hot liquid also helps dissolve the fat.
2. Add salt, shortening and sugar and cool until lukewarm.
3. Add dissolved yeast cake.

4. Sift in flour, beating vigorously until mixture looks light and spongy.
5. Add enough flour to make a dough, knead until the mixture is smooth and elastic, and small bubbles appear under the surface.
6. **Do not allow dough to become chilled.**
7. Place dough in a warm well-buttered bowl.
8. Brush surface with melted butter to prevent a crust from forming.
9. Cover with a clean cloth.
10. Set in a warm place.
11. Let rise over night.
12. In the morning work down lightly with the hands.
13. The dough will soon rise again and may be worked down again as soon as it doubles in bulk.
14. Turn on lightly floured board; knead quickly and lightly, taking care not to chill it.
15. Shape into a loaf and place in buttered bread pan.
16. Cover and let rise until double in bulk.
17. Bake in a moderately hot oven one hour.

Score card for judging bread:

1. External appearance		20%
(*a*) Shape	5%	
(*b*) Size	5%	
(*c*) Crust	10%	
(1) Color		
(2) Smoothness		
2. Internal factors		50%
(*a*) Depth of crust (1/8 inch)	10%	
(*b*) Texture	20%	
(*c*) Crumb	20%	
(1) Moisture, 15%		
(2) Color, 5%		
3. Flavor		30%

X. OAT COOKIES

2/3 cup sugar
1 cup flour
½ teaspoon salt
½ teaspoon soda
3 cups rolled oats
2/3 cup melted fat
Cold water, about 4 tablespoons.

Method

1. Attend to the fire. Hot oven required.
2. Collect utensils and ingredients.
3. Grease a baking sheet or inverted pan.

4. Mix and sift the sugar, flour, salt and soda.
5. Add the rolled oats and mix well.
6. Work in the melted fat.
7. When well mixed add enough water to roll out easily.
8. Chill. Chilling makes the cookies easier to roll out, as they are less apt to stick to rolling pin and to board.
9. Divide the dough, working with half or a third at a time.
10. Roll very thin and cut with a sharp cookie cutter.
11. Save all trimmings until the last, when they may be rolled out together. Trimmings, if added to each rolling, make the cookies tough and lumpy.
12. Bake in a hot oven until slightly browned.
13. Remove from pan and place on flat surface.

XI. BOSTON BAKED BEANS

Pick over one pint of small white beans, cover with cold water and soak over night. In the morning, drain, cover with fresh water, add 1 teaspoon of soda, heat slowly (keeping water below boiling point), and cook until the skins will burst, which is best determined by taking a few beans on the tip of a spoon and blowing on them, when skins will burst if sufficiently cooked. Beans thus tested, must of course be thrown away. Drain the beans, throwing the bean-water out of doors, not in the sink. Scald the rind of half a pound of fat salt pork; remove one-quarter inch slice and put in the bottom of the bean pot. Cut through rind of remaining pork every half inch, making crust one inch deep. Put beans in the pot and bury the pork in the beans, leaving the rind exposed. Mix 1 teaspoon salt, 1 tablespoon molasses, 1 teaspoon mustard, and 3 tablespoons sugar, add 1 cup boiling water, and pour over the beans and then add enough boiling water to cover the beans. Bake slowly in the oven six or eight hours, uncovering the last hour of the baking that the rind may become crisp and brown. Add water as needed.

XII. APPLE PIE—TWO CRUSTS

Plain Pastry

1. Ingredients:
   2 cups flour
   ½ cup shortening (½ butter and ½ lard)
   ½ cup ice cold water
   ⅛ teaspoon salt
   ⅛ teaspoon baking powder

Note: The amount of shortening used depends upon the flour. Pastry flour requires less shortening than bread flour.

2. Method:
   (1) Sift the flour and measure the ingredients.
   (2) Have everything as cold as possible.

(3) Cut shortening into flour with a knife.
(4) Then work in shortening with tips of fingers until it is of a granular appearance.
(5) Add water, gradually cutting it in with a knife.

Note: It is very necessary to have the right amount of water, because:
(a) Too much water tends to harden pastry.
(b) Too little water makes a greasy pastry.

(6) Chill pastry or let stand in a cool place ten minutes or longer.
(7) Attend to fire—a hot oven required.
(8) Roll dough:
(*a*) On lightly floured board.
(*b*) In circular shape about ⅛ in. in thickness.
(*c*) As lightly as possible so that the layers will not be pressed together and air bubbles burst.
(*d*) Loosen pastry from board, with a knife to allow it to shrink.
(*e*) Roll only on one side of pastry.
(*f*) Do not roll over the edges of the pastry.
(*g*) Lift rolling pin from pastry at each stroke. This avoids stretching pastry and making it tough.
(*h*) Pastry is better if allowed to rest during rolling; this allows the gluten to spring back and helps to prevent pastry from shrinking while cooking.

3. Placing Under-crust:
(*a*) Have piece large enough so, when rolled out, it will be a little larger than the pie plate.
(*b*) Get air from under it as much as possible.
(*c*) Avoid stretching pastry.
(*d*) Press gently into all crevices.
(*e*) Trim off edge with sharp knife.
(*f*) Prick under-crust with a fork.
(*g*) Sprinkle flour lightly over under-crust to prevent juice running over.

4. Prepare Filling:
(*a*) Select good cooking apples. Those which will produce a juicy filling preferred.
(*b*) Wash apples, pare and slice fine.
(*c*) Sprinkle with granulated sugar, ¼ to ¾ cup, depends on apples used.
(*d*) Sprinkle 1/16 teaspoon nutmeg uniformly over apples and dot with small pieces of butter, using not more than two level teaspoons of butter.

5. Upper-crust:
(*a*) After pastry has been rolled out, fold and cut openings to allow the escape of steam.
(*b*) Brush edges of under-crust with ice cold water.
(*c*) Put centre fold of pastry to centre of under-crust and fold other half back.
(*d*) Press edges of two layers of pastry together.
(*e*) Trim off edges of upper-crust.
(*f*) Thumb up the edge.

6. Bake:
   (*a*) In hot oven—a strong underheat to puff pastry. Lower heat during the last part of cooking to dry out pastry well.
   (*b*) Until nicely browned.

Score card for judging apple pie:

1. Crust		50%
(*a*) General appearance	10%	
(*b*) Tenderness	15%	
(*c*) Texture	15%	
(*d*) Color	10%	
2. Filling		10%
3. Flavor		40%

XIII. SCHOOL LUNCHES

Open to all ages

Suggested Outline

It is suggested that the school lunch box contain the following:

A. Sandwiches—Bread should never be less than 24 hours old, lightly buttered and may be filled with any of the following:

(1) Eggs, finely chopped, seasoned, and softened with a little cream or melted butter. Celery (chopped fine) may be added if desired.

Note: To cook eggs—place in saucepan and cover with boiling water. Cover saucepan, and remove to back of stove where water will keep hot but not boil and allow to stand from 35 to 45 minutes. Eggs should not be boiled as the high temperature toughens the protein and renders it less digestible.

(2) A nut paste, such as peanut butter, which may be softened by working in a little milk or cream.

(3) A fruit paste made of chopped dates, figs, or raisins, or a mixture of these cooked with a small amount of water.

(4) Honey.

(5) Cottage cheese.

(6) Chicken—may be run through the meat chopper seasoned and then mixed to a paste with a little cream or milk salad dressing.

(7) For older children chopped meats may be used.

(8) Lettuce and tomatoes in season.

(9) Sandwiches of raisin or date bread may be used without other filling than butter.

Note: Brown and whole wheat bread should be used as well as white bread in making sandwiches for the school lunch, as breads made from the coarser flours are more nutritious.

B. Fruit—Not only fresh fruits may be used, but also apple sauce, baked apples, stewed dried fruits and canned fruit. These may be carried in small jars with tight-fitting covers.

C. A sweet of some kind may be included such as plain cookies of various kinds, ginger bread, sponge cake, sweet muffins, baked custard, or a cup of baked rice with raisins.

D. Something to drink—In warm weather, milk is excellent. During the winter something hot as cocoa, or soup (made with milk) is preferable.

E. A surprise in the form of a piece of chocolate, a few dates stuffed and rolled in sugar, raisins, salted nuts, etc., may be included.

Packing the School Lunch

Plenty of waxed paper to wrap the different kinds of food and keep them from flavoring each other should be kept on hand. This is one of the big secrets of a tasty lunch box. Metal boxes and pails make the best containers, as they can be easily cleaned and scalded.

If the boxes have no ventilation, small holes should be punched in them to let in the air. The same holds true with pails.

The school lunch will be judged according to selection, nutritive value, quality of contents, method of packing and general attractiveness.

The school lunch should be dainty and sufficient for one person only.

XIV. CANNING

Open to 10 years old and over

Collection of Canned Goods

Collection shall consist of one quart of fruit, one quart of vegetables, one quart of meat or fowl and one quart of pickles.

N.B. A complete collection *must* have *all four*: fruit, vegetables, meat or fowl, pickles.

The Theory of Canning:

All decay, moulds, and fermentation of foods are caused by minute organisms known as bacteria, yeasts, and moulds. These organisms live in the atmosphere and are found in and on all food products, but may be killed by the application of sufficient heat for a sufficient length of time. This heating is called *sterilization.*

Bacteria are the smallest organisms of decay and cause the greatest loss in canning. All fruits and vegetables have bacteria attached to them which can not be washed off but must be killed by *sterilization.* Bacteria grow best in protein material such as meat, peas or corn, and that is why these require particular care in sterilizing. They do not grow well in acid material, hence fruits require less heat for sterilization than vegetables.

Yeasts are slightly larger than bacteria and can grow in slightly acid material and in the presence of sugar. They are often the cause of fruit fermenting, but are easily killed by heat.

Moulds grow in long threads. They grow in all kinds of fruits and vegetables but require moisture and heat. Moulds grow near the surface and cannot be seen until they start to produce spores on seeds. Moulds and mould spores are easily killed by heat, but there is so much material mouldering under summer conditions that spores are in the air at all times and may easily get into a jar that is left open or improperly sealed.

The success of canning then depends:

1. On thorough sterilization of the material to be canned in order to kill all organisms of decay found in or on it.
2. On thorough sealing to prevent such other organisms gaining entrance and re-infecting the material.

Reprocessing—There are a number of ways to reprocess, but the simplest is to—

(1) Partially seal as outlined under number 8 on page 42.

(2) Place the jar in water about the same temperature as the contents of the jar. When the water has come to the boiling point the jar should be removed and sealed at once.

(3) Proceed as outlined under 10, 11 and 12 on page 42.

The Cold Pack Method of Canning.

This method is the best and most used because—

1st—The food is less liable to spoilage;

2nd—It has a better flavor and more pleasing appearance;

3rd—The method takes less time and labor.

Steps in the Cold Pack Process—

1. Select jars and test them.
2. Select product.
3. Grade, wash, trim, etc.
4. Blanch according to time table.
5. Cold dip.
6. Pack carefully in clean jars with rubber rings adjusted.
7. Add syrup (for fruits), or salt and water (for vegetables).
8. Place cover on loosely.
9. Sterilize according to time table.
10. Remove jars and seal tightly.
11. Invert to cool and test seal.
12. Store away from light.

1. Selection of Jars—To test jars partly fill with water, adjust rubber and seal tightly. Invert and allow to stand so that all leaks will show.

2. Selection of Product—Choose firm products, a bit under ripe, rather than over ripe.

3. Grading Product—Grade as to size, shape and degree of ripeness. Put like products together. All fruits and vegetables should be thoroughly washed. Trim off any bruised or spoiled parts.

4. Blanching—Blanching means to plunge the product into boiling water for a certain length of time which varies for different materials. Blanching is to—
   (1) Loosen skins.
   (2) Eliminate objectionable acids and flavors.
   (3) To start the flow of coloring matter.
   (4) To reduce the bulk.
   In blanching, a wire basket or a square of cheesecloth may be used.

5. Cold Dip—The product should immediately be taken from the boiling water and plunged quickly into cold water. Cold dipping sets the coloring matter and makes the pulp firmer and easier to handle.

6. Packing—Pack carefully. Avoid packing so closely that thorough sterilization is prevented but do not pack so loosely as to waste space. Pack in hot, clean, tested jars. Place rubber on jar before packing. Pack as symmetrically and as attractively as possible.

7. Syrup or Water—To fruit add boiling syrup of the desired thickness. Fill jar to top. See syrup table for fruits.
   To vegetables add 1 tsp. salt and pour on boiling water to top.

8. Partially Seal Jars—If using a screw top jar, screw cover down until it catches, then turn back ⅛ of a round.
   In using Perfect Seal jars, put the cover in place, the wire over the top, and leave the clamp up. The cover must not be tight during processing because the enclosed air will expand when heated and if the cover is not loose enough to allow the steam to escape the jar will break.

9. Sterilizing—To kill bacteria we must sterilize completely. In order to do this the jars are placed in a boiler on a rack. Sterilize as quickly as possible after packing. Place the fruit or vegetable in hot jars, fill with boiling syrup or water, have the water boiling when the tray is set in and *keep boiling all the time.* Wire racks may be bought, or home-made racks of laths may be used, or a thick board with holes bored in it.

10. Remove and Tighten Covers at once.

11. Invert to test for leaks.

12. Store in a cool dark place. Light causes fruit and vegetables to fade.

Syrup for Canning Fruit

The thickness of the syrup depends on the kind of fruit and the richness desired.

The following table should be used as a guide:

Thin syrup—Use 1 cup sugar to 2 cups water.

Medium syrup—Use 1 cup sugar to 1 cup water.

Thick syrup—Use 2 cups sugar to 1 cup water.

Boil the sugar and water in a covered saucepan for five minutes.

Generally speaking, allow from 2/3 to 1 cup syrup to the fruit.

FRUIT AND VEGETABLE CANNING CHART

Product To Be Canned.	Preparation.	Water, Syrup or Brine.	Sterilizing in Ordinary Boiler.
Soft Fruits: Strawberries, blueberries, peaches, apricots, sweet cherries.	Grade, rinse, stem, pack. Peaches should be blanched ½ minute and peeled.	Use medium syrup.	Peaches, 20 min. Strawberries, 8 min. Others, 12 min.
Hard Fruits: Apples, pears, crabs.	Grade, peel, pack whole or sliced.	Use thin syrup.	20 Minutes.
Sour Fruits: Currants, plums, gooseberries, cranberries, sour cherries.	Stem, rinse, pit, blanch one minute, cold dip, pack whole.	Use thick syrup.	12 Minutes.
Greens: Asparagus, spinach, Swiss chard, cauliflower.	Blanch in steam 20 minutes, cold dip, season to taste, pack tightly.	Salt—1 tsp. to the pint. Fill jar with hot water.	75 Minutes.
Tomatoes.	Blanch long enough to loosen skin, cold dip, core and skin, pack whole.	Salt—1 tsp. to quart. Fill jar with strained tomato juice.	30 Minutes.
Peas.	Shell, blanch 5 minutes, cold dip, pack.	Salt—½ tsp. to pint jar. Fill jar with hot water.	3 Hours.
Beans.	Snip off tips, rinse, cut in pieces if large, blanch 5 minutes, cold dip, pack closely.	Salt—1 tsp. to quart. Fill jar with hot water.	3 Hours.
Beets.	Clean, blanch till skin is loose, cold dip, skin, pack whole or sliced.	Salt—1 tsp. to quart. Fill with water or use 1 part vinegar to 4 parts water.	1½ Hours.
Carrots.	Clean, blanch 5 minutes, cold dip, remove skin, pack.	Salt—1 tsp. to quart jar. Fill jar with hot water.	1½ Hours.

Canning of Meats—

(*a*) Select fresh clear beef.
(*b*) Wipe with damp cloth, cut in pieces.
(*c*) Pack in sterilized jars—also a small piece of suet.
(*d*) Add 1 teaspoon salt, ½ teaspoon pepper, and a little water to each quart.
(*e*) Wipe edge of jar with clean cloth.
(*f*) Place sterilized rubber and cover in position and partially seal.
(*g*) Process four hours.

Canning of Chicken—

(*a*) Clean and draw chicken.
(*b*) Wash carefully.
(*c*) Place in large piece of cheesecloth.
(*d*) Place in small quantity of boiling water and let cook 20 to 30 minutes.
(*e*) Remove from kettle.
(*f*) Separate flesh from bones and pack in hot sterilized jars, placing largest pieces to the outside of the jar.
(*g*) Put bones back in kettle and reduce the liquid to one-half by boiling.
(*h*) Add 1 teaspoon salt, ½ teaspoon white pepper to each quart jar and pour liquid over.
(*i*) Place sterilized rubber and top in position, partially screw down.
(*j*) Place jars on rack and process from 1½ to 2 hours.
(*k*) Remove, seal tightly, cool.
(*l*) Wipe jars, wrap in paper to keep from light.

Canning Rabbit—

(*a*) Take a fresh killed rabbit.
(*b*) Cut up and wash each part.
(*c*) Place in kettle and cover with water.
(*d*) Cook 20 to 30 minutes.
(*e*) Remove from kettle, take out bones without tearing flesh.
(*f*) Pack nicely in hot sterilized jars.
(*g*) Add 1 teaspoon salt to each quart jar.
(*h*) Put bones back in kettle and boil until liquid is reduced to one-half.
(*i*) Fill jar with hot liquid to overflowing.
(*j*) Wipe rim of jar with clean cloth.
(*k*) Place sterilized rubbers and covers in position.
(*l*) Seal partially.
(*m*) Place on rack in boiler.
(*n*) Process from 2½ to 3 hours.
(*o*) Remove, seal tightly.
(*p*) When cool wipe jar, wrap in paper and keep in cool place.

Care of Jars After Processing

Care of Jars after Processing—

(*a*) Tighten tops at once.
(*b*) Keep jars out of draft.
(*c*) Invert fruits and vegetables to test jars.
(*d*) Wipe jars, wrap in paper and store in a cool dark place.

PICKLING

Pickled Beets

1. Select young, tender and sound beets.
2. Wash in cold water.
3. Leave one inch of top on beet.
4. Boil in salted water until tender.
5. Dip in cold water and slip off the skin.
6. Pack into clean sterilized jars.
7. Prepare the following mixture:

   To one-half cup of water add—

   ½ teaspoon salt
   1 tablespoon whole spice
   ½ teaspoon sugar
   ¾ cup vinegar

   Note: Tie spice in cheesecloth bag.
8. Heat vinegar and spices and boil gently for ten minutes.
9. Remove spice bag and pour hot liquid over beets.
10. Seal at once.

    This recipe makes one quart pickled beets.

Pickled String Beans

1. Select tender young beans.
2. Wash carefully and cut in one inch pieces.
3. Cook gently in salted water until soft enough to pierce with a toothpick. Drain beans thoroughly.
4. Pack beans in sterilized jars.
5. Prepare the following:

   To one pint vinegar add—

   2 tablespoons whole cloves.
   1½ tablespoons celery seed
   ½ cup sugar
   ½ tablespoon salt.
6. Tie spices in a muslin bag.
7. Heat vinegar and spices gently.
8. Let boil gently for ten minutes.
9. Pour hot vinegar over beans and seal.

   This recipe makes one quart pickled string beans.

Pickled Onions

Peel small white onions, cover with brine, allowing one and one-half cups of salt to two quarts of boiling water, and let stand two days; drain and cover with more brine, let stand two days, and drain again. Make more brine and heat to boiling point, put in onions and boil three minutes. Put in jars interspersing with bits of mace, white peppercorns, cloves, bits of bay leaf and slices of red peppers. Fill jars to overflowing with vinegar scalded with sugar, allowing one cup sugar to one gallon of vinegar.

Mixed Pickles (Onions and Cauliflower)

1. Select small uniform onions.
2. Clean onions and cauliflower; put in separate bowl.
3. Sprinkle with a generous quantity of salt.
4. Let stand overnight.
5. In the morning wash in clear water.
6. Cut cauliflower in suitable sized pieces.
7. Prepare the following—

    ½ cup water
    1 cup vinegar
    ¼ cup sugar
    ½ teaspoon mustard (or mustard seed)
    ¼ teaspoon pepper
    ¼ teaspoon celery seed.

Tie spices in a muslin bag and put with onions and cauliflower. Add sugar and vinegar to cover. Heat slowly to boiling point, boil gently from 5 to 10 minutes, and seal in sterilized bottles.

This recipe makes one quart of mixed pickles.

Sewing

INTRODUCTORY NOTE

The purpose in selecting the following articles is to encourage practical and useful sewing for young and older children.

In the past, judges have found it necessary to exclude from competition some very fine pieces of work. This was because the directions for the making of that article were not carried out. Directions are given for each one. Where they are given in detail, they must be adhered to very strictly, else the article will not be allowed to compete.

Sewing exhibits present a neater appearance if pressed. Good work is often turned down on account of untidy appearance.

REFERENCE BOOK

Ontario Teacher's Sewing Manual. Published by the Department of Education, Toronto (Price 20c).

EXPLANATION HAND MACHINE STITCH

On the right side of cloth, a succession of short stitches, the end of one stitch meeting the other; on the wrong side, a succession of stitches overlapping each other.

Children Under 11.

I. CLEANING MITT

Materials that shall be used:

Old stockings or underwear.

Use: It may be used as a wash cloth or a polisher for stoves, furniture, or shoes.

DIRECTIONS FOR MAKING

1. Lay the hand on paper and draw around it to get the desired size (see illustration).

BOTTOM.

2. Use this as a pattern, lay on material and cut two of these, one for the back and one for the front of the hand.

3. Sew around ¼ inch from the edge, leaving the raw edges to the outside, using the hand machine stitch, sometimes called stitching stitch. Leave the bottom open to put the hand in.

4. The edge shall be finished by sewing over and over, using heavy yarn or silkine. The bottom shall be oversewn or blanket stitched.

II. HEMMED TOWEL

Material:

Linen or cotton towelling.

Length of towel, 1½ to twice the width. Hem ½ to 1 inch wide when finished.

Directions for Making

1. Trim edges of cloth neatly.
2. Turn a narrow fold to wrong side and crease fold neatly.
3. Turn a second fold from ½ to 1 inch in same direction and crease.
4. Baste near folded edge.
5. Using hemming stitch sew permanently to body of cloth.
6. Remove bastings.

III. HAND-SEWN BAG.

Material:

Cotton (chambray, gingham, etc.)

Directions for Making

A. Warp or length, 18 inches; woof or width, 5½ inches. Size of finished bag: Length, 7 inches; width, 5¼ inches.

B. Cutting material. Have, if possible, warp edges running up and down bag (lengthwise of material).

C. Making bag:

1. Fold material through the centre across the warp with the right sides to the inside.
2. Four inches from the ends on each long side make a mark.
3. Baste the sides from the bottom of the bag to the mark, one-fourth inch from edge.

4. Sew the seams with running stitch. Fasten off threads securely.
5. At the four-inch mark cut in from edge of bag one-eighth of an inch.
6. Turn in the edges of seams towards each other and sew together with the hand-machine stitch, making a mock French seam.
7. From the four-inch mark to the top of bag, fold in on same side as you are working, one-eighth inch on both sides of bag.
8. Fold one-fourth inch down from top. Make a second fold 1¾ inches down.
9. Hem lower edge to the body of the bag.
10. Sew a line of running stitches a quarter inch above the lower edge for a casing for tape.
11. Overhand the ends of seams from the upper line of sewing to the top of the fold.
12. Turn the bag over and repeat on other side.
13. Run in a tape from each side.
14. Joining tape-ends for bag:
    (*a*) Turn a narrow fold on one end of tape to the wrong side and on the other end of the tape to the right side.
    (*b*) Slip one fold under the other and turn down the edges.

IV. DOLL'S KNITTED SCARF

Four-ply wool recommended.
Use No. 9 or No. 10 ivory needles (short).

Directions:

Cast on 25 stitches.

Slip on first loop and knit plain the remaining 24 loops and turn. Slip off first loop and knit plain. Repeat until scarf is 18 inches long.

To cast off: Knit first two loops. Slip first loop over second loop. Knit one loop and slip first loop over second loop. Repeat.

NOTE: Ends may be finished as desired, with fringe, tassels, or stripes of contrasting color.

V. KNITTED WASH CLOTH

Use plain knitting cotton or purl knitting cotton.
Use No. 9 or No. 10 ivory needles (short).

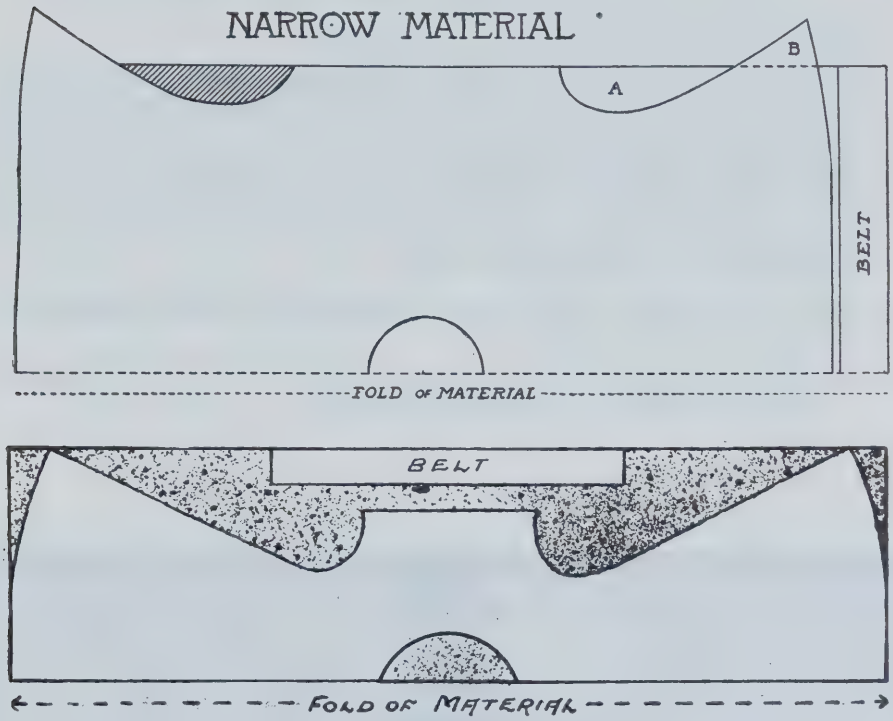
Directions:

Cast on 40 loops. Knit plain until wash cloth is 8 inches long.
Casting off—Directions given under "Doll's Knitted Scarf."

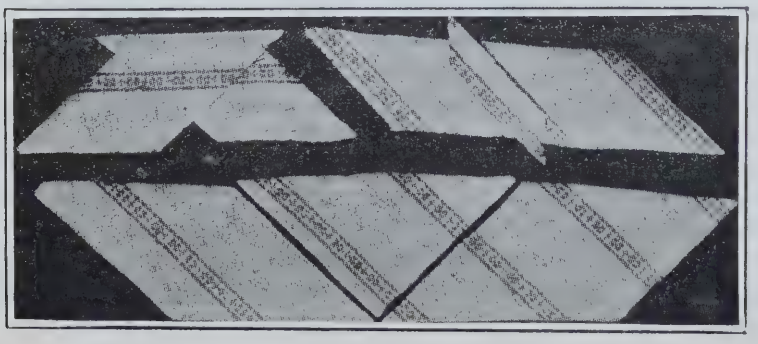
11 to 16 Years Inclusive.

VI. SLIP-OVER APRON (Machine-sewn)

The V. O. or ☐ types of yokes recognized.



1. Use plain kimono pattern as would be used for a nightgown and lay on material as illustrated.
2. Sew sides up by machine making French seams.
   French seams: Sew on the right side, making a three-eighths-inch seam.
   (*a*) Cut the edges as close as possible without the seam fraying.
   (*b*) Turn to the wrong side and make a seam, sewing just deep enough to cover the raw edges.
3. Face neck and sleeves with a bias of the material or contrasting material. If a plain hem is used around the neck it is apt to tear. Lay bias to right side of garment. Baste edge of



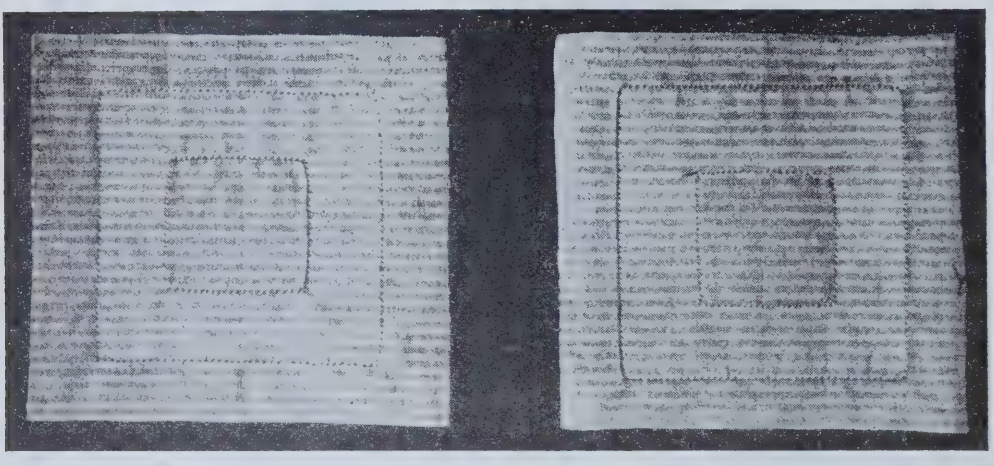
bias to edge of garment and machine sew. Turn in 3/8-inch on opposite side of bias and baste to garment. **Hem by hand** on the wrong side of garment. Avoid stitches showing on right side.

N.B.—Commercial bias binding must not be used.

4. Make a two-inch hem on the bottom.
5. Make belt double, 1½ inches wide when finished. Cut material 4 inches wide, fold lengthwise, putting right sides together (or use two lengths of material 2 inches wide, putting right sides together), baste and stitch by machine two sides and one end taking ¼-inch seams. Turn the belt right side out. Turn in open end ¼ inch and machine stitch around entire belt ⅛ inch from edge.
6. Sew on a button and make a buttonhole in belt. Buttonhole to have one barred end.

Note: The only hand work is basting, button holes, and hemming the bias down around the inside of the neck.

VII. HEMMED PATCH ON COTTON



Showing right and wrong side of hemmed patch.

1. Material: Worn garment or hole made for purpose in figured, striped or checked cotton.
2. Size of hole, about 1½ by 2 inches.
3. Methods: (*a*) Cut away the worn part of the garment, making edge of hole as neat as possible and in the least conspicuous place; (*b*) Put the patch piece on the table right side up, place the hole in the garment over it, having the patch extend about three-quarters of an inch beyond the hole and the pattern broken as little as possible, baste to hold patch in place; (*c*) Turn in the edge of the patch and baste to the garment; (*d*) Make small diagonal slits at each corner of the hole and turn in the raw edges. Baste into place; (*e*) Hem around the patch, also around the hole, having hemming fall on least conspicuous line.

HEMMING. With the needle pointing toward the left shoulder, take up a thread or two of the material just below the edge of the hem and bring it up, catching the folded edge of the hem. Repeat. This makes a slanting stitch on both sides of the material.

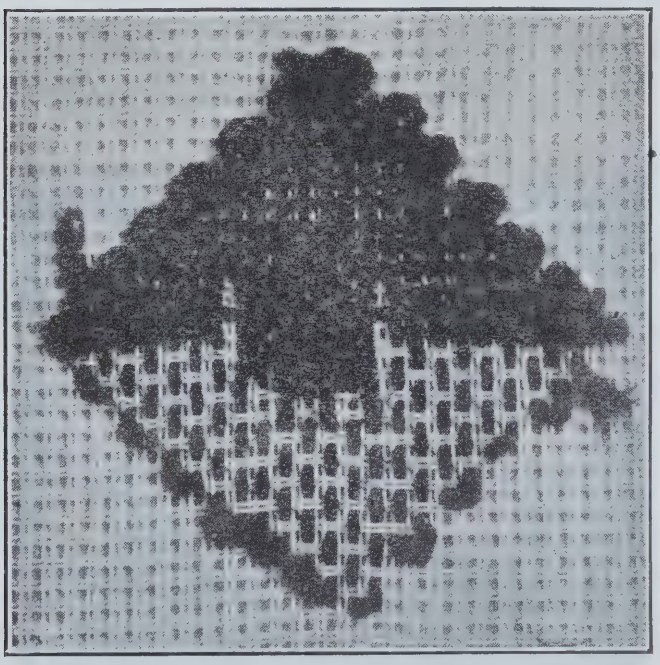
VIII. WOVEN DARNING

Material:

Woolen sock and yarn. Darning shall be on a sock using yarn to match in weight and color.

Method:

1. Trim edges if necessary.
2. Insert warp threads—
   (*a*) Hold the sock with ridges parallel to fingers.
   (*b*) Begin a little to right of hole leaving an end to be cut off later.
   (*c*) Insert warp threads as closely as possible.
   (*d*) Catch the loops of every other row and leave a loop of repairing thread each time in turning.



Woven Darn.

   (*e*) Let the darn follow the shape of the hole, which may be diamond or round hole.
   (*f*) Extend the darn far enough beyond edge to strengthen worn part.

(*g*) The thread in crossing the hole should go over one edge and under the next alternately, enclosing all raw edges and loops.

(*h*) Be careful not to draw hole out of shape.

3. Insert woof threads—

(*a*) Weave woof thread into the warp threads as in plain weaving.

(*b*) Keep threads as close together as possible.

(*c*) Leave small loop each time in turning.

Use: Darn a stocking.

IX. A SAMPLER OF BUTTONHOLES, BUTTONS AND FASTENERS ALL ON THE SAME SAMPLER

Material:

Double piece of cotton.

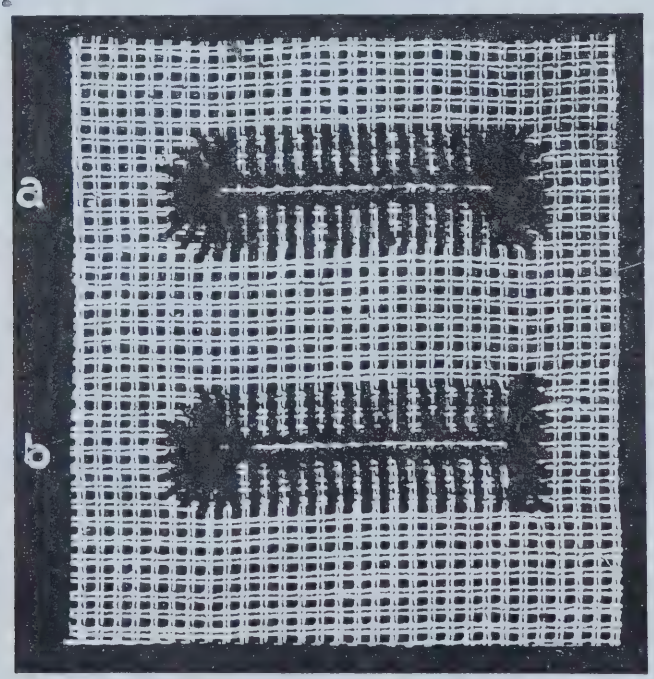
Size about 8 inches long and 3 inches wide.

Two buttonholes, 2 buttons, one 2-holed, the other 4-holed, 1 hook and eye, 1 dome fastener.

Two buttonholes:

1. Round end buttonhole.
2. Single bar buttonhole.

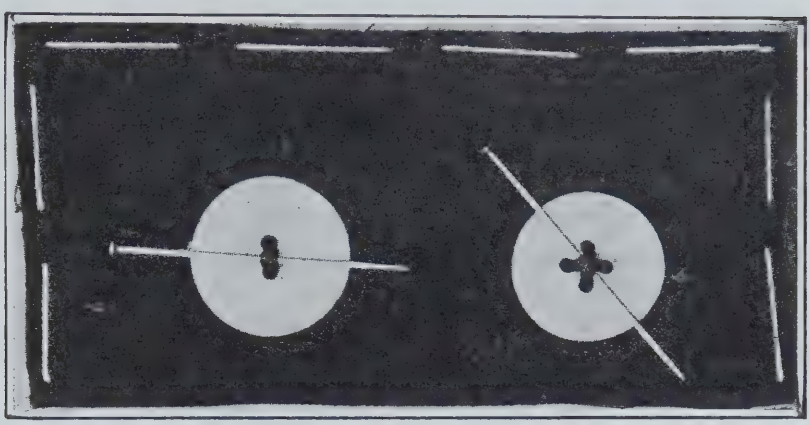
(Bar at back of buttonhole, other end round).



(a) Showing round-end buttonhole; (b) showing single bar buttonhole.

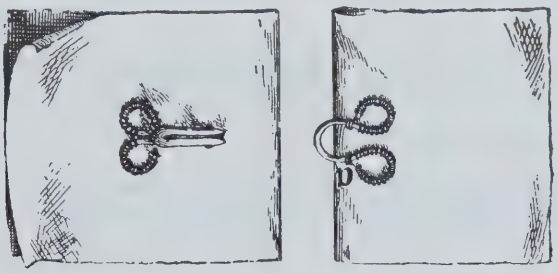
Fasteners:

1. Two buttons sewn on as in illustration.



Showing method of sewing on a two-holed button and a four-holed button.

2. One hook and one eye sewn on with buttonhole stitch.



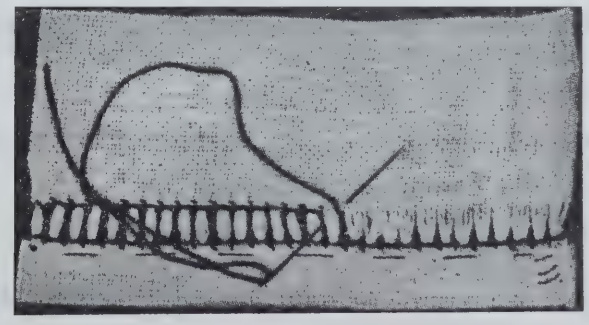
Showing a hook and eye sewed on.

3. One dome fastener sewn on by using three or four buttonhole stitches in one hole of fastener, then slipping needle between the two thicknesses of cloth and repeating the buttonhole stitch in the next hole of the fastener.

X. HEMSTITCHED TOWEL

Material: Linen or cotton huckaback. (Linen is preferred, work of superior quality can be done on linen).

Length of Towel: 1½ to twice the width. Hem, 1 to 1¼ inches wide when finished.



Directions for hemstitching: Pull out threads, leaving about 1/8 inch space, 2½ inches from each end. After towel has been straightened at the ends, turn a hem on each end of the material to the edge of the drawn threads. Baste firmly and hemstitch.

Hemstitching: Insert thread. Hold thread down over the hem with the left thumb. Insert needle pointing to right shoulder taking up three or four threads in drawn work. Draw thread through. Take a hemming stitch into fold of hem. Hold thread as before with the left thumb. Repeat.

After the foregoing line of work has been accomplished, turn the article around and repeat the same stitch on the opposite side of drawn space, using the same group of threads on this side, thus making straight bars of thread across the open space.

Decoration of towel: A simple crocheted or tatted edge or some decorative stitch, such as an embroidered design, a design in darning stitch or a plain initial. Whatever is chosen, it must be simple, artistic, and suitable to material of towel.

XI. KNITTING

1. Mittens: One pair—

   Two-inch cuff knitted with purl and plain stitches.
   The remainder to consist of plain stitches.

   OR

   Children's stockings: One pair—
   Size about 6 years.
   Leg to be knitted with purl and plain stitches (ribbed).

   OR

   Sweater.

2. Wristlets: One pair. Knitted with purl and plain stitches.

   OR

   Scarf: Knitted with purl and plain stitches.

XII. THRIFT PROBLEM

Material: Sugar sacks, flour sacks, gunny sacks, cement sacks, old yarn from worn-out sweaters, etc.; cotton and woolen rags, old stockings and underwear.

Prizes given for each of the following classes:

1. Articles made from flour or sugar sacks.
2. Articles made from cement or gunny sacks.
3. Articles made from old yarn and rags.
4. Articles of wearing apparel made from old clothes.

SUGGESTED ARTICLES TO BE MADE (one article only to be chosen):

1. Child's apron.
2. Butcher's apron.
3. Pillow cover.
4. Table runner.
5. Child's under-garments.
6. Table cover.
7. Laundry bag.
8. Cushion covers.
9. Small curtains.
10. Rag dolls from stockings.
11. Rabbit or cat from stockings (stuffed).
12. Braided rag rug.
13. Rug or couch cover knitted from various colors of old wool from worn-out sweaters, etc.
14. Shoe bag.

In the making of these articles any stitch may be used, machine or hand, whichever is most practicable. Any decoration may be used in so far as it is simple and suitable.

Since the idea is to encourage thrift, articles must be made from materials otherwise wasted, and must cost practically nothing. They will be judged on the following basis:

Thriftiness	40%
Usefulness	30%
Finish, amount of work involved, design, decoration, etc.	30%

Exhibits of School Work

N.B. The Department of Education will issue a diploma to the school obtaining the highest number of points per pupil enrolled March 15 *in any School Fair on the entries in school work. (See Prize List Nos.* 66-82 *inclusive,* 87-91 *inclusive,* 100-107 *inclusive*).

Not all phases of school work lend themselves readily to the preparation of exhibits for the School Fair. It is difficult, for example, to put in tangible form results of teaching in Literature or even Arithmetic. On the other hand school subjects involving hand training and skill such as Art, Penmanship, Manual Training, Household Economics, and certain phases of Elementary Science, provide an excellent opportunity for the production of exhibition work. Because the regular routine work of the school offers the opportunity for the preparation of the material no school should be without full entries in all these classes.

The time to begin the preparation of materials for the exhibits at the School Fair is the week after last year's fair. The best work produced in the regular classes throughout the year will always be of higher quality than anything which can be obtained by a feverish effort during the two or three weeks immediately preceding the fair. This work should be carefully preserved in folders or large envelopes and selections for entry made from the best of the year's work. In this way the educational value of the fair is very greatly enhanced.

Industrial Art

For the purposes of competition in this subject the school has been divided into four sections—Grades I and II, Grades III and IV, Grades V and VI, and Grades VII and VIII.

It is hoped by this means to provide all children with opportunities to compete on fairly even terms for the prizes given.

The need for adequate and early preparation cannot be too strongly emphasized. It will be found helpful, when children have done excellent work which the teacher wishes to preserve for exhibition to allow them to duplicate this (as a seatwork exercise) and carry the duplicate home. Otherwise a child with ability in this subject may be deprived of the pleasure of exhibiting his good work in the home; parental interest and commendation is a valuable stimulus.

It is also suggested that the papers be neatly trimmed and that the drawings of any group be mounted on a large sheet of mounting paper (fairly heavy and not too bright in color) as this enhances the appearance of the drawings and facilitates both

arranging and judging. Further, exhibits are more easily judged and appear to greater advantage when hung on the walls of the room.

As far as possible teachers should encourage children to attempt original work. The judges, in many cases, are familiar with the copies usually found in the drawing books. To meet weak reproductions of these continually becomes very monotonous and the occasional original exercise is, in consequence, a source of pleasure. As this is the type of work the judges wish to encourage, such exercises have always an initial advantage over mere copies.

The following general suggestions are made:

1. Children's ages should be given in addition to the grade.
2. When original work has been done this might be so stated on the back, with name and age.

N.B.—An exercise is original when it represents some scene, group of objects or design not copied from a book or finished sketch. Working directly from the objects gives original work.

3. The booklet problems offer excellent opportunity for a close and real correlation of school subjects, and when well presented will be found to be most interesting to the class.

Geography

In former years too much attention has been given to coloring the maps submitted and too little to neatness in producing the various features required and care in the printing. The pen and ink map in black and white meets all the requirements of the exercise in Geography. Great care should be taken to see that all the features asked for are included, that the paper is suitable for ink, that all lines are bold and entirely without blot or rub and that all names or other words appear in plain clear print. Maps should be of uniform size. It is suggested that 10x12 paper be used.

English Composition

Very much attention in these days is being given the subject of English, both oral and written. The School Fair can share in this enthusiasm for better language habits in at least two ways. There may be contests in public speaking, the more formal debate and the actual results obtained in the schools in this important subject. Grades above the second may be expected to keep their written composition work fully and neatly. This year's prize list provides an opportunity for teachers to exhibit the best composition note books in these grades.

High School Grades

A new feature in the School Fair program has been the inclusion of certain classes for students in the high school grades. From year to year an increasingly large number of students con-

tinue in the rural or village schools for the work of Grades IX and X. The interests of such pupils have been kept in mind in the preparation of the present prize list. Classes open to contestants from the high school grades are now to be found in Industrial Arts, Penmanship, Geography, Household Economics, and English Composition.

MUSIC AND PUBLIC SPEAKING

With a view to encouraging Music and Public Speaking in the schools it is suggested that School Fair Associations incorporate these features in their program.

The numbers selected for competition in Music and Recitation have been taken from text books authorized for the schools, viz.: The Progressive Music Reader—one book course, and The Canadian Readers—Books I to V.

Competitions may be held on the day of the fair. Should the number of competitors prevent the completion of this program during the regular sessions of the fair, elimination contests may be held during the day and a special concert featuring the winners may be given on the evening of the day selected for the fair.

In centres where there are a large number of schools it is suggested that the program be held in the evening.

Music

1. Solo—Grades I and II. "The Little Dustman"—Brahms.
2. Solo—Grades III and IV. "Lullaby" Cradle Song—Brahms.
3. Solo—Grades V and VI. "The Minstrel Boy" or "That Little Lass o' Mine."
4. Solo—Grades VII and VIII. "Flow Gently Sweet Afton," or "A Bag o' Whistles."
5. Chorus—Rural Schools. "Drink To Me Only With Thine Eyes."
6. Chorus—Graded Schools. "Love's Old Sweet Song," or "Evening Bells."
7. Action Song—Choice left with the teacher.

Recitation

1. Dramatization of a selection from The Canadian Readers.
   Class A. Rural schools.
   Class B. Graded schools.
2. Grades I and II. "The Brown Thrush," or "Pussy Willow."
3. Grades III and IV. "Good King Wenceslas," or "The Brook Song."
4. Grades V and VI. "Incident of the French Camp," or "Canadians—Canadians—That's All"—Peat.
5. Grades VII and VIII. "Friends, Romans, Countrymen," Mark Antony; or "For the Love of a Man," commencing "Now, Mush" to the end of the selection.

PHYSICAL TRAINING

Requests have been made from time to time for the inclusion of Physical Training in the program of the School Fair. In rural schools with such variation in the age and size of the children it is difficult to name specific tables or exercises for competition. It seems best, therefore, to leave the construction of the table to be used in the competition to the individual teacher with these general directions:

1. The exercises should be suited to the age and ability of the majority of the children.
2. The table should consist of approximately eight exercises, each exercise to consist of *one part only*. The last exercise should be a game in which the whole class could take part.
3. Special attention should be given to the posture and carriage of the children.
4. The following points will be considered in making the award: posture, vigor, response, accuracy and commands.

Penmanship

Grade I—

Eight lines in pencil, including full set of small letters. The writing should be large, the letters well made and uniform.

Grades II and III—

Fifty words in pencil, including the first 10 figures. The work should show neatness, correct form and proper spacing of letters and words, with uniformity in size and slant.

Grades IV and V—

Seventy-five words in ink, including a full set of capital letters. The same standards as required from Grades II and III should be observed, but a premium will be placed on freedom of movement.

Open—

One hundred words in ink, including set of capital letters and figures. Legibility, line qualities and freedom of movement should be observed.

Elementary Science

Directions for Making Plant Collections

Select a plant which is not too large but which is in full flower. If possible secure the root.

If the plant is too large for the mounting sheet, cut out a piece from its centre and mount the upper part with its flower and the root and lower part of the stem and branches.

If the root is very thick, split it and use only half of it or even a thinner part.

Before the plant starts to wither spread it out flat on a sheet of newspaper or any kind of absorbent paper, and spread another sheet of paper over it, being careful that the leaves and flowers are well straightened out.

Pressing and Drying

Place several sheets of paper above and below the specimen. Then another plant similarly arranged on top of the first one.

Place the specimens which have been thus prepared on the floor or on a table; then place on top of the pile a board large enough to cover its surface. Place a weight of 15 or 20 lbs. on top of the board and leave for a day. Change the drying papers every day for a week or more, and the plants will then be dry enough to mount.

Note: Bricks answer well for weights in pressing.

Mounting

When dry, the specimens are mounted on sheets of heavy white paper. These sheets are cut to a standard size, eleven inches by fourteen inches, or sheets half this size—seven inches by eleven inches—are permissible.

The specimens can be fastened to the mounting paper by narrow strips of gummed paper, the ends of which are passed through small slits on either side of the stem and fastened on the back of the sheet. A little strong adhesive paste sparingly used on the under sides of the larger leaves and flowers helps materially to keep the plant firmly in position.

Labelling

The name of the specimen, the kind of place in which it grew, should be neatly written on the lower right hand corner of the mounting sheet.

Arranging the Specimens

In a collection some attention should be paid to keeping together specimens having similar outstanding characters, and in order to do this intelligently some instruction should be given to the pupils on the veining of leaves, the presence or absence of stipules, the number of parts in the calyx and corolla, the number of stamens and where they are attached.

Plants having similar characters should be kept together in a collection, e.g.:

1. In the Spring the Buttercups and Anemones are common; their common characters should be noticed.

2. In the late Spring and early Summer plants having straight veined leaves and the parts of the flowers in threes and sixes are common. These are members of the Lily family.

3. In June and July there are plenty of specimens of the Rose family. These have stipules on their leaves, the calyx and corolla in fives and their stamens numerous and attached to a ring on the inside of the calyx.

4. In July and August the Pea family is abundant. These have a few outstanding characters which should be noted.

5. During the Summer and early Autumn, the different Mustards are in bloom. These are easily identified as a family by having four sepals, four petals, and six stamens.

6. The Mint family is common during the greater part of the Summer and Autumn. Plants belonging to this family usually have an aromatic odor, square stems and two-lipped corollas.

7. When school opens in the Autumn there are still some of the Pea family left and an abundance of plants belonging to the Dandelion family, the asters, daisies and golden rods.

A plant, or weed, corresponding to the one mounted should be marked until the fruit is ripe. A part bearing the fruit should be collected (for the weed seed collection fifteen samples of noxious weed seeds should be mounted in glass vials, or otherwise, on cardboard and each sample neatly labelled—care should be taken to see that the seeds are ripe and clean) and mounted on the same sheet as the flowering specimens. A sample of the seed should be preserved in either a small vial carefully labelled or in a flat cell fastened to the lower left hand corner of the sheet.

Weed Collection

In collecting and mounting weeds the same directions should be followed as in the ordinary flowering plants.

In making this collection the students should not mix ordinary wild flowering plants with their weeds. The teacher might well use this opportunity to show the difference between weeds and other flowering plants. The teacher might show why we endeavor to exterminate weeds and to conserve the beautiful wild flowers which seem to be disappearing in so many districts.

The weed collection should show whether the plants are annuals, biennials or perennials. Certain weeds have special facilities for securing the dissemination of their seeds.

Each school should have in its library the weed pamphlets issued by the Department of Agriculture. These pamphlets are very helpful in identifying noxious weeds.

Prize List

This must be used by each School Fair Association. If additional special classes are desired, the same must be approved by the School of Agriculture, or the Agricultural Agent, and if published, the expense is to be borne by the Association.

The School Fairs Association may change the amount of money in any of the suggested scales of prizes, but the number of prizes in each class must remain the same.

SUGGESTED SCALE OF PRIZES

Scale	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
No. 1 ..	$0.25	$0.20	$0.15	$0.10	$0.10	$0.05	$0.05	$0.05	$0.05
No. 2 ..	.50	.45	.40	.35	.30	.25	.20	.15	.10
No. 3 ..	.75	.70	.60	.50	.40	.30	.25	.20	.15
No. 4 ..	1.00	.90	.80	.70	.60	.50	.40	.30	.25
No. 5 ..	3.00	2.50	2.00	1.50	1.25	1.00	.75	.50	.25
No. 6 ..	3.00	2.50	2.00	1.50	1.00	.75	.50	.25	.25
No. 7 ..	4.00	3.50	3.00	2.50	2.00	1.50	1.25	1.00	.75

GARDEN PRODUCTS, Section 1

To be exhibited separately, not in collections

(Vegetables and Roots)

(Scale No. 3 suggested.)

Class.

1. Carrots, 6.
2. Beets, 6.
3. Parsnips, 6.
4. Turnips, 3.
5. Mangels, 3.
6. Peas, 12 pods, green.
7. Cabbage, 2.
8. Potatoes, white (any variety), 12 tubers.
9. Potatoes, red (any variety), 12 tubers.

FLOWERS, Section 2

(Scale No. 2 suggested).

10. Vase of asters.
11. Vase of sweet peas.
12. Vase of petunias.

GRAINS, Section 3

(Scale No. 3 suggested).

Note: Hand-selected sheaf, 3-inch diameter below heads.

Class.

13. Sheaf of wheat.
14. Sheaf of oats.
15. Sheaf of barley.
16. Sheaf of rye.
17. Sheaf of sunflowers.
18. Sheaf of fodder corn.
19. Collection of grasses and clovers (cured).
20. 1 quart threshed wheat.
21. 1 quart threshed oats.
22. 1 quart threshed barley.
23. 1 quart threshed rye.

NOXIOUS WEEDS, Section 4

24. Collection of fifteen noxious weeds of Alberta, mounted, stating the common names and classified as annual, biennial or perennial.
25. Collection of fifteen varieties of noxious weed seeds of Alberta named.

LIVE STOCK, Section 5

26. Grade beef heifer or steer born in current year.
27. Pure bred beef heifer or pure bred beef bull born in current year.
28. Grade dairy heifer, pail fed, born in current year.
29. Pure bred dairy heifer or pure bred dairy bull born in current year.
30. Pair of pigs, bacon type, born in current year.
31. Pair of pigs, smooth thick type, born in current year.
    (Scale No. 7 suggested on above).
32. Foal, born in current year, halter broken.
33. Best lamb, born in current year.
    (Scale No. 5 suggested on above).
34. Pen of chickens, American or English breeds. Pen to consist of two pullets and cockerel.
35. Pen of chickens, Mediterranean breeds. Pen to consist of two pullets and cockerel.
    (Scale No. 4 suggested on above).
36. Cockerel, American or English breeds. (Birds entered in pen classes not eligible).
37. Pullet, American or English breeds. (Birds entered in pen classes not eligible).
38. Cockerel, Mediterranean breeds. (Birds entered in pen classes not eligible).
39. Pullet, Mediterranean breeds. (Birds entered in pen classes not eligible).
    (Scale No. 3 suggested on above).

HOUSEHOLD ECONOMICS, Section 6

Cooking

(Scale No. 2 suggested).

Ten Years of Age and Under

Class.
40. Spice Cake (no icing).
41. Graham Muffins.
42. Maple Cream.
43. Baked Rice Pudding.

Eleven and Twelve Years of Age.

44. Doughnuts (one half dozen).
45. Baking Powder Biscuits (one half dozen).
46. Ginger-bread.
47. Drop Cookies (one half dozen).

Thirteen Years of Age and Over

48. White Wheat Bread.
49. Oat Cookies (one half dozen).
50. Boston Baked Beans.
51. Apple Pie—two crusts.

Open to All Ages

(Scale No. 4 suggested).

52. School Lunch.

Ten Years of Age and Over.

53. Collection of Canning shall consist of one quart of fruit, one quart of vegetables, one quart of meat or fowl, and one quart of pickles.

N.B. A complete collection *must* have *all four*: fruit, vegetables, meat or fowl, and pickles.

Sewing

(Scale No. 2 suggested).

Under Eleven Years of Age

54. Cleaning Mitt.
55. Hemmed Towel.
56. Hand-sewn Bag.
57. Doll's Knitted Scarf.
58. Knitted Wash Cloth.

Eleven to Sixteen Years Inclusive

59. Slip-over Apron (machine-sewn).
60. Hemmed Patch on Cotton.
61. Woven Darning.
62. A sample of Buttonholes, Buttons and Fasteners.
63. Hemstitched Towel.

Class.

64. Knitting, Mittens, Children's Stockings or Sweater.
64*a*. Knitting, Wristlets or Scarf.
65. Thrift problem, using flour or sugar sacks.
65*a*. Thrift problem, using cement or gunny sacks.
65*b*. Thrift problem, using old yarn and rags.
65*c*. Thrift problem, wearing apparel from old clothes.

INDUSTRIAL ART

N.B. Problems in each group are open to pupils of both grades.

A. Grades I and II.

(Scale No. 2 suggested).

66. Model of fruit or vegetable (plasticine).
67. Drawing of fruit or vegetable (crayon).
68. Making a simple landscape by means of paper-tearing or with cut-paper. (Size 9x6).
69. Two pieces of paper construction work, as table, chair, bed, dresser, etc. (See Ind. Art course).

B. Grades III and IV.

(Scale No. 2 suggested).

70. Flowers or leaves and twig (crayon).
71. Simple landscape in crayon. (See Ind. Art Course, page 95).

Grade III Only.

72. Simple landscape in wash. (See Ind. Art Course, page 103).

Grade IV Only.

73. The construction and decoration of a simple box. (See Ind. Art Course, pages 97 and 105).

C. Grades V and VI.

(Scale No. 2 suggested).

74. An animal or bird in pencil. (See Ind. Art Course, page 110).
75. A decorated lampshade. (See Ind. Art Course, pages 110 and 119).
76. Still life group in pencil. (See Ind. Art Course, pages 116 and 124).

D. Grades VII and VIII.

(Scale No. 2 suggested).

77. Landscape including trees in pencil. (See Ind. Art Course, page 137).
78. Spacing of wall of room in color. (See Ind. Art Course, pages 134 and 143).
79. Poster Problem. (See Ind. Art Course, pages 130 and 140).

High School

(Scale No. 2 suggested).

Class.

80. A poster to include illustration and block lettering. (Size 9 x 12).

81. A decorative composition planned from a simple landscape and rendered in flat tones of grey or color. (Size 6x9).

82. Making a design for initial letter or monogram. (Not less than 5x4). Render in values of grey or color.

PENMANSHIP

(See page 62 of this pamphlet).

83. Grade I—
Eight lines in pencil.

84. Grades II and III—
Fifty words in pencil.

85. Grades IV and V—
Seventy-five words in ink.

86. Open.
One hundred words in ink.

COMPOSITION

87. Grade II—
Mount a picture and write three sentences about it.

88. Grades III and IV—
Composition note book, the result of at least two months' work.

89. Grades V and VI—
Composition note book, the result of at least two months' work.

90. Grades VII and VIII—
Composition note book, the result of at least two months' work.

91. Grades IX and X—
Composition note book, the result of at least two months' work.

N.B. In the four above classes only two note books from each grade in each school may be exhibited.

ELEMENTARY SCIENCE

92. Grade I—
Collection of seven leaves of different kinds, arranged on one sheet and named.

93. Grade II—
Weather calendar showing weather conditions for one month.

94. Grade III—
Collection of five insects, neatly mounted and named.

Class.

95. Grade IV—
Collection of pictures of not more than 10 birds found in neighborhood, neatly mounted and named. Drawings allowed.

96. Grade V—
Two typical specimens each (*a*) of water plants, (*b*) lowland plants, (*c*) dry land plants, (*d*) shade plants, (*e*) grasses; neatly mounted and named.

97. Grade VI—
Collection of 20 flowering plants as required on page 41, Part II, Course of Studies, mounted and named.

98. Grades VII and VIII—
Agricultural Booklet—See Part II, Course of Studies, page 69.

Open to all grades under 17 years of age.

99. The best weed collection, to consist of not more than thirty weeds, ten of which should be noxious weeds, with weed seeds attached to each card and visible.

GEOGRAPHY

100. Grade IV—
Map of neighborhood showing elevations, streams, lakes, buildings and roads.

101. Grade V—
Map of Alberta showing important waterways, railways, natural resources and ten important towns.

102. Grade VI —
Series of two maps showing, (*a*) the summer and winter transportation systems of Canada from Fort William to the ocean ports, indicating also interprovincial and international boundaries, and resources of the areas traversed; and (*b*) the Saskatchewan River system indicating the prairie steppes and provincial boundaries crossed, the chief cities and towns, resources, railways and rainfall; two important parallels of latitude.

103. Grade VII—
Map of Europe showing ten coastal waters, ten important rivers, five mountain ranges, twenty important cities, localities of ten important products and latitude.

104. Grade VIII—
Map of the British Isles showing three mountain areas, ten coastal waters, three islands, five important rivers, fifteen important cities, the localities of the ten most important products of the British Islands and latitude.

105. High School—
Collection of four maps: (1) First Homes of Civilization; (2) The Greek World; (3) The Roman Empire A.D. 117; (4) Europe A.D. 814.

PHYSICAL TRAINING

Class.
106. School Exhibit—
Best exhibition by the whole school. (See page 61).

SINGING

107. School Exhibit—
Best rendering by the whole school of two suitable songs, one to be patriotic.

Rules

Without rules—strictly followed—no school fair can long be successful. It is, therefore, of the greatest importance that officers, parents, and teachers should make every effort to see that exhibitors comply with all rules. Rules concerning the ownership of exhibits should be most strictly enforced. No child should be allowed, much less encouraged, to practise dishonesty by entering exhibits purporting to be his property when such is not the case. The local committee must pass judgment on this question, as the judges cannot be expected to know which are honest or dishonest exhibits.

Fortunately Alberta school fairs have thus far suffered little from this cause. A few cases of dishonest exhibiting have been discovered. These have done much damage to the spirit of the work in the fair centres where they have occurred. Probably as much harm has been done by undiscovered cases. It is our duty to teach the children that honest winnings only are worth striving for.

Rule.

1. All exhibits must be the product of work done during the 12 months preceding the fair.
2. Competition in all classes is open to the pupils of all school districts in which seeds have been distributed.

   Also open to pupils in adjoining districts which have not entered the School Fairs Association, on payment of an entry of 20 per cent of their prize winnings, with $1.00 per family as the minimum of such entry fee.
3. The grade of pupil at fair will be grade held by pupil during spring term.
4. Vegetable and flower exhibits must be from seeds distributed, except in the case of potatoes.
5. Pupils who receive seeds must exhibit samples of the products.
6. No entry fee will be charged for any exhibit.
7. All exhibits must be the work or property of the exhibitor, with the exception of livestock and grain, which may be the property of the parents or guardians of the exhibitor.
8. Exhibits of live stock must have been cared for by the exhibitor for three months preceding the date of the fair.
9. No exhibits shall be removed from their places at the time of the fair until authorized to be removed by the Secretary of the School Fair Association.
10. Boys and girls may exhibit in all classes.
11. Each school must arrange to bring its own exhibit to the fair.

12. Each class to be judged must be arranged by itself and not by schools.
13. No exhibitor may make more than one entry in any class.
14. In schools of more than one room, each room shall count as a school.
15. All exhibits must be in place by 10:00 a.m. on the day of the fair.
16. On the matter of deciding on the school having the best exhibit at the fair, for the purpose of awarding diplomas from the Department of Agriculture and the Department of Education, the exhibits in the various classes will be judged and awards made on the following basis:

    In each class the first prize will be given a number of points equal to the number of prizes offered in that class. The second prize will receive a value in points of one less than the first, and so on down to the last prize, which will have a value of one. When the total number of points won by each school is determined in this manner, this number of points will be divided by the enrolment at the school on March 15.
17. Exhibits of schoolroom work must be selected from the regular work done during the previous term and not be rushed through at the beginning of the fall term.

SCHOLARSHIP SHORT COURSE

(See Page 77).

Program of Sports

Prizes: 1st, 2nd, 3rd, 4th, 5th.

1. Running broad jump, boys under 12.
2. Running broad jump, boys under 14.
3. Running broad jump, open class.
4. Running hop-step-and-jump, boys under 12.
5. Running hop-step-and-jump, boys under 14.
6. Running hop-step-and-jump, open class.
7. 50-yard dash, boys under 8.
8. 50-yard dash, girls under 8.
9. 75-yard dash, boys under 10.
10. 75-yard dash, girls under 10.
11. 100-yard dash, boys under 12.
12. 100-yard dash, girls under 12.
13. 100-yard dash, open class, boys.
14. 100-yard dash, open class, girls.
15. Relay race, four pupils from a school making a team.
16. Lady teachers' race, 75 yards.
17. Wheelbarrow race, under 12.
18. Wheelbarrow race, open class.
19. Sack race, under 12.
20. Sack race, open class.
21. Jockey race, under 12.
22. Jockey race, open class.
23. Three-legged race, boys under 12.
24. Three-legged race, boys, open class.
25. Three-legged race, girls under 12.
26. Three-legged race, girls, open class.
27. Potato race, girls.
28. Potato race, boys.

Special Announcement

Announcement is made by Hon. George Hoadley, Minister of Agriculture, of a plan for special scholarship courses at the schools of agriculture at Vermilion, Olds and Claresholm. The plan involves the granting of free courses for one term at the schools of agriculture, to young farm people under special conditions.

SCHOOL FAIR WINNERS—At present the province is divided into three school fair districts, each attached to one of the schools of agriculture, and in these districts the boy and girl prize winners in each school fair are sent to their respective school of agriculture for a special scholarship course of one week. This plan has been in operation for three or four years and has been very successful.

Under the new plan announced by Mr. Hoadley, a special examination will be set for the boys and girls attending the scholarship short courses, and a term at each school of agriculture will be provided the boy and girl taking the highest marks in this examination during the scholarship courses at each of the schools.

YOUNG FARM PEOPLE—The plan also includes a term scholarship at one of the schools of agriculture for the boy and girl winners of special examinations set during the young farm people's course, held each summer at the Alberta University.

GIRLS' CLUBS—With respect to the Girls' Clubs of the women's institutes, an examination will be set for the members of these clubs, and the winner will be granted a one-term scholarship in home economics at one of the schools of agriculture.

The scholarships will include payment of one railway fare and return to the agricultural school from points within the province, also payment for board and lodging during the school term and a maximum of $10 for text books.

The scholarships will be effective when the boy or girl reaches the age of 16 years, which is the minimum age requirement for students entering the schools of agriculture.

Scholarship Short Course

Scholarship Short Course for one boy and one girl from each School Fair. The selection of these delegates to be based on the maximum number of points won at the 1925 School Fairs.

These Scholarship Short Courses are to be held during the second week in July at the Vermilion, Olds and Claresholm Schools of Agriculture. Boys and girls in the Vermilion and Edmonton School Fair districts go to Vermilion; those in Olds and Sedgewick districts go to Olds; while those south of the main line of the C.P.R. go to Claresholm.

The rules governing the selection of these candidates are as follows:

1. Pupils must be over eleven years of age.
2. Only one representative will be taken from any family for a given short course.
3. In case of two pupils from one family qualifying, the elder is selected irrespective of the number of points.
4. Where a tie occurs, the older pupil is chosen. In case of ages being equal, the pupil taking the greatest number of first and second prizes will be selected.
5. Only those classes which have a bearing on the work taken in the regular course at the schools of agriculture are taken into account. This excludes the following classes in the Standard Prize List:

   66 to 82 inclusive, 87 to 91 inclusive, and 100 to 107 inclusive.
6. In each class the first prize will be given a number of points equal to the number of prizes offered in that class. The second will receive a value in points of one less than the first, and so on down to the last prize, which will receive one point.
7. A pupil is not allowed to attend more than one Short Course.

AGRICULTURAL SCHOOLS' SCHOLARSHIP

One boy and one girl will be awarded scholarships at each of the three Agricultural Schools.

The candidates will be selected on the basis of general proficiency while in attendance at the above Short Course.

These scholarships will include payment of one railway fare and return to the Agricultural School from points within the Province; also payment for board and lodging during the school term, and a maximum of $10.00 for text books.

The scholarship will be effective when the boy or girl reaches the age necessary for entrance to the Agricultural Schools as provided for in the Agricultural School Calendar.

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